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ABSTRACT

The Council of the European Economic Community (EEC) developed a plan to increase student mobility in higher education across national borders. The plan is characterized by efforts at common policy in such matters as admission, credit transfer and equivalence, a student handbook on opportunities, and a plan for grants for short study visits in other countries in the EEC. Emphasis is on student mobility at the undergraduate level. The aims of the program are related to student employment potential, the expansion of knowledge, and European cooperation and integration, as well as expansion of educational opportunities. The programs are outlined individually. Problems were found in six areas: academic, administrative (including numerical limitations), social adjustment to new cultures, linguistic, motivation, and financial. The programs are felt to have been successful, and with some improvements are seen to have potential for future development. Appended are a list of references, bibliography, summary of supported projects in 1976-77, a list of project directors for the same year, samples of resulting interinstitutional agreements, and grants for the development of joint programs. (MSE)

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COMMISSION OF THE EUROPEAN COMMUNITIES

Joint programmes of study
An instrument of European cooperation in higher education

by Alan Smith

COLLECTION STUDIES
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FOREWORD

One of the major themes of the action programme adopted in February 1976 by the Council and Ministers of Education of the Member States of the European Community was the promotion of cooperation in the field of higher education. The promotion of joint programmes of study between institutions of higher education in different Member States of the Community was one of the means whereby such cooperation was to be fostered.

A scheme of Community grants was introduced in the academic year 1976-1977 to help institutions to undertake the development work involved in setting up joint programmes, and in the first two years of operation of the scheme, some 60 such programmes involving some 130 institutions of higher education in the Community have been supported under the scheme.

This publication tells the story of the first year of operation of the scheme - the setbacks, the successes, the problems and how they were overcome. I welcome it as a positive contribution to the development of European integration, and hope and believe that it will be not only a record of what has already been achieved, but that it may serve as a useful guide to other institutions planning cooperation with their counterparts in other Member States.

The Commission is grateful to the Editor and to the Institute of Education of the European Cultural Foundation for their work in preparing this evaluation report.

Guido BRUNNER

Member of the Commission of the
European Communities

October 1978

Preface

The present report has been prepared for the Commission of the European Communities by the Institute of Education of the European Cultural Foundation in Paris. It forms part of the Institute's ongoing rôle in assisting the Commission with the execution of its Scheme of Grants for the Development of Joint Programmes of Study, within the overall framework of the Institute's commitment to promoting European cooperation in higher education.

Comments on the report are most welcome, and the Institute for its part will be pleased to answer any queries and supply information on the Scheme to those interested.

The author would like to express his gratitude to all those who have provided moral and material support during the report's preparation. Particular thanks are due to the project directors, who supplied such plentiful information and often spared much valuable time for discussions at a particularly busy period of the academic calendar, and to Eliane GODEFROY and Rachel FIELDING of the Institute of Education's staff for their untiring and meticulous care in compiling the quantitative tables and preparing the final manuscript.

Alan Smith

INTRODUCTION

> *"Study abroad cannot help being a phenomenon with political relevance. This has influenced research into the question in a variety of ways, rendering it subservient in both ideological and financial terms. This subservience which characterizes research on academic exchange, and its rôle of justification and apologia towards politicians and administrators alike, is (...) perhaps the most important reason for the sorry state in which it finds itself today. If one looks at the numerous 'evaluation reports' which have been written on exchange programmes, one cannot avoid the impression that major survey and research institutes adopt unthinkingly and without even a minimal degree of scientific preparation the line of questioning suggested by their sponsors. Not content with this, they then proceed in their 'research findings' to break into hymns of praise which place the organizations responsible for such programmes - and in particular the governments concerned - in a very rosy light, but have little to do with scientific credibility"* (1).

In the light of this warning, it should be stated at the outset that the present report has not been prepared according to the preconceived views of its author. Still less has the latter been subject to pressure from the Commission to "*justify official policy*". This is important, for it demonstrates the awareness that the introduction of any new programme of this sort, and a fortiori one designed to promote innovative structures, should be accompanied by close evaluation seeking not only to assess its efficacy in general, but also to indicate ways in which it could profitably be modified in the light of initial experience. And this, therefore, forms the rationale and remit of the present report.

In addition, however, the report has been conceived as a kind of working document for use by those who are themselves embarking on the development of a joint programme and as an informational link between those already involved - a much needed function, it seems, in the light of a recent discovery that fully eighteen months after initial funding, two projects supported at the same institution still knew nothing of each other's existence !

This practical perspective explains some particular aspects of the report's formal presentation. Thus the names and addresses of the 1976/77 project directors have been included in an Appendix in order to facilitate the direct flow of information. It also accounts in large part for the extensive use of quotations from project reports, since it is felt that this will convey the most vivid impression of the experiences made to date. And finally, in discussing the various aspects for analysis, reference has been made in each case to the projects most closely concerned. For simplicity's sake, each of these has been given a number, quoted in parenthesis in the text, relating to the "*Summary of Projects*" (attached to the report as Appendix 1 for ease of cross-reference).

Though not purporting to be a study on mobility as such, it will be seen that the analysis of the "*joint programme of study*" as a specific model touches on many of the salient aspects of the mobility problem as a whole. This analysis has been conducted in several stages. After describing the rationale and inception of the EEC Scheme, and outlining in quantitative terms the contours of the 1976/77 programme year, an attempt is first made to ascertain the objectives which the individual programmes are to fulfil, as these may have a significant bearing on the way in which they later develop. Following this, various phases in the development of a joint programme are identified, from its origins through to its eventual implementation, paying particular attention to the patterns of planning strategies which emerge. The programmes developed by these means are then classified according to type, with examples being chosen for more detailed description to illustrate these. No evaluation report on a new model for cooperation would be complete without reference to the problems encountered and solutions adopted, and some of the frequently recurring ones are analyzed in Chapter IV. Finally, the attempt is made to assess - on the basis of the first year of the programme's existence - the efficacy of the joint programme as an instrument of international cooperation, and of the EEC's Scheme as a means for promoting the development of such programmes, with additional suggestions as to possible further improvement in the years to come.

The analysis outlined above is based mainly on documents submitted by the participating institutions, supported by direct discussions with many of the project directors concerned. Both from a qualitative and a quantitative point of view, the documents presented were of a generally very high standard, and in view of the boundless enthusiasm so characteristic of the staff concerned, it would be both uncharitable and unjust to infer that this could be ascribed to the fact that the last 20% of funding was made dependent on production of a report !

At this juncture it is customary to make some remark to the effect that, for the sake of convenience, the term "*university*" has been used throughout the report to refer to all the many different kinds of institution which now make up the higher or tertiary education system in many Member States. No apology is made for departing from this misleading practice. For the power of words is great, and there is more than enough evidence to show that the use of the term "*university*" is not merely a convenience. At best, it may reflect a limitation in scope to the university sector as such, at worst a failure to distinguish between *differing* types of institution, each with their own rôle to play in the diversified spectrum of tertiary education as a whole. Indeed, it is one of the striking characteristics of the EEC Scheme that it does not restrict its support to the university sector alone, but also extends assistance to institutions often much less prestigious (and less affluent), but equally deserving. The credibility of the joint programme concerned is the only decisive factor.

CHAPTER I - FACTS AND FIGURES - THE INCEPTION OF THE EEC SCHEME AND ITS EARLY STATISTICAL DEVELOPMENT

I.1 INCEPTION AND RATIONALE OF THE EEC SCHEME

> *"There is a notorious dichotomy between the declamatory affirmations in favour of international cooperation and reality itself ..."*(2).

Much has been written about the current stagnation or even decline in student mobility in Western Europe, and about the apparent dichotomy alluded to in the quotation above by the President of one of the Community's foremost exchange organizations. On the one hand, commentators have detected a tendency towards ever increasing bureaucratization and protectionism (3), on the other a whole range of factors appear to be combining to deter even those basically motivated(4) from leaving their well-trodden paths to opt for a period of study abroad.

Reliable data on the matter are hard to come by. For the area of the European Communities, the Commission has recently (5) quoted a figure of some 21,000 students registered in higher education institutions in other Member States. If this is so, it would represent only some 0.5% of the total enrolment of the countries concerned.

It would be quite beyond the scope of the present report to enter into a broad debate on the reasons for this situation, though many of the factors involved will be discussed in context at various points in our analysis. Suffice it at the outset to identify this low level of movement and the general dissatisfaction to which it has increasingly given rise as the background against which the inception of the EEC Scheme must be seen. For the conviction has been growing that such problems can best be tackled by treating them as matter for common concern of all who wish to develop educational cooperation within the Communities.

Given the unsatisfactory situation as indicated above, various options for its amelioration are open to Member States, depending on the nature of their educational philosophy and the structure of their educational systems. The common formula agreed upon, as embodied in the *"Resolution of the Council and of the Ministers of Education meeting within the Council"* of 9 February, 1976 (6), represents a clear line of policy: its chapter on *"Cooperation in the field of higher education"* provides for action to be taken both at Community and Member States' level to promote increased mobility, while at the same time explicitly respecting the academic autonomy of the institutions themselves. This approach is well-founded, for it safeguards legitimate government interest

in the matter while allowing the necessary flexibility to those most immediately involved in translating the policy into practice. As Walter RUEGG, a former President of the West German Rectors Conference once put it at a meeting to discuss the mutual relationship between universities and Community :

> "...*to revitalize and exploit the immense reservoir of the universities is much more economical and efficacious than creating new bureaucratic institutions*" (7).

This implies that the Community's function, to use COX' phrase (8), should be an enabling one rather than a prescriptive one, and for its part the Commission seems to favour this approach too. As one of its officials avowed at the same meeting, the Community is not seeking to subjugate the universities to its tutelage but to "*create the conditions for more permeability between them*" (9). Conversely, the institutions of higher education can then be expected to fulfil their part of the bargain by taking positive steps to avail themselves of the Community support at their disposal.

Against the background of this definition of the "*Community-institution*" partnership, "*the promotion of joint programmes of study (...) between institutions in several Member States*" provided for in para. 13 of the Ministers' "*Resolution*" fits into place as a model potentially ideally suited to turning the cooperative relationship envisaged into practical benefit in terms of Community development.

This particular model is significant for another reason also. For in placing the emphasis on the individual institution, it bears witness to the trend towards a policy not based purely on dismantling the barriers in the way of free movement, but also on strengthening the framework for active promotion of staff and student movement by means of what has come to be termed "*organized mobility*" (10). The Scheme is therefore to be seen as part of the overall strategy of the "*Resolution*" which combines both these elements, as expressed in a number of concrete measures, in this area of activity. Notably among these are moves towards agreeing on a common policy of Member States on the admission of students from other Member States, a study on problems and perspectives with regard to recognition and equivalence procedures, the preparation of a Student Handbook providing information on access opportunities elsewhere in the Community, and a scheme of grants for short study visits to institutions in other Member States. All of them are related in their separate ways to the Joint Study Programmes Scheme with which we are concerned in the present report.

The precise purpose of the Scheme, as defined in the relevant EEC document attached to this report as Appendix 4, is to promote the development and evaluation of courses jointly planned and provided by institutions of higher education in two or more Member States, the "*jointness*" consisting in the exchange of students for recognized segments of study, the teaching of such segments by visiting staff, or the relation by virtue of content of the course to the development of the European Communities. The programmes concerned are to have a minimum duration of three months, the grants (in the 1976/7 year described as basically

non-renewable) being awarded for such activities as :

- travel and board for persons attending joint planning/organization meetings ;
- expenses for organizing such meetings ;
- production of didactic materials for use in joint study programmes ;
- other expenses in connection with the initial phase of the programmes.

Given the rationale of the Scheme in these terms, was there a genuine necessity for a specifically Community initiative in this field ? The answer, as we shall see in Chapter V below, is quite clearly in the affirmative. There were, it is true, a small number of such schemes operating in individual Member States, notably the British Council's "*Academic Links Scheme*"(11), but these were isolated instances which were still a long way from covering the Communities as a whole.

I.2 STATISTICAL EVALUATION OF THE SCHEME'S PROGRESS

Since the Scheme is still only in its second year of operation, it is still too early to draw any far-reaching conclusions from a statistical survey of its development to date. Furthermore, it appears to have been deliberate policy to spread the available resources across a broad cross-section of institutions, subject areas and types of programme, so that it is likely to take some time before any very definite longer term patterns emerge. However, the attempt has been made by means of the following tables to give a first impression of the Scheme's progress in quantitative terms, not least as a basis of comparison for future evaluation (12). To this end, the 1976/7 figures, with which the present report is primarily concerned, have in some instances been supplemented by references to the current 1977/8 year of funding.

Table 1

NUMBER OF APPLICATIONS BY INVOLVEMENT OF INSTITUTIONS FROM EACH MEMBER STATE - 1976/77*

Country	Applications	Accepted
B	18	3
DK	11	4
F	57	14
D	28	13
IRL	6	2
I	11	2
LUX	-	-
NL	13	4
GB	83	29
TOTAL	110	32

**These figures are to be read as follows: in all, 110 project applications were submitted to the EEC, of which 32 were successful; 18 of the submissions involved Belgian institutions, 11 of them Danish institutions etc*

Table 2

PERCENTAGE OF APPLICATIONS IN WHICH EACH MEMBER STATE WAS INVOLVED, 1976-1978

	Total Applications (in %)		Successful Applications (in %)	
	76/7	77/8	76/7	77/8
B	16	6	9	7
DK	10	6	13	7
F	52	47	44	36
D	26	41	41	56
IRL	5	5	6	7
I	10	8	6	4
LUX	-	-	-	-
NL	12	24	13	25
GB	75	80	91	79

Table 3

GRAPHICAL PRESENTATION OF TABLE 2 : TOTAL APPLICATIONS ONLY

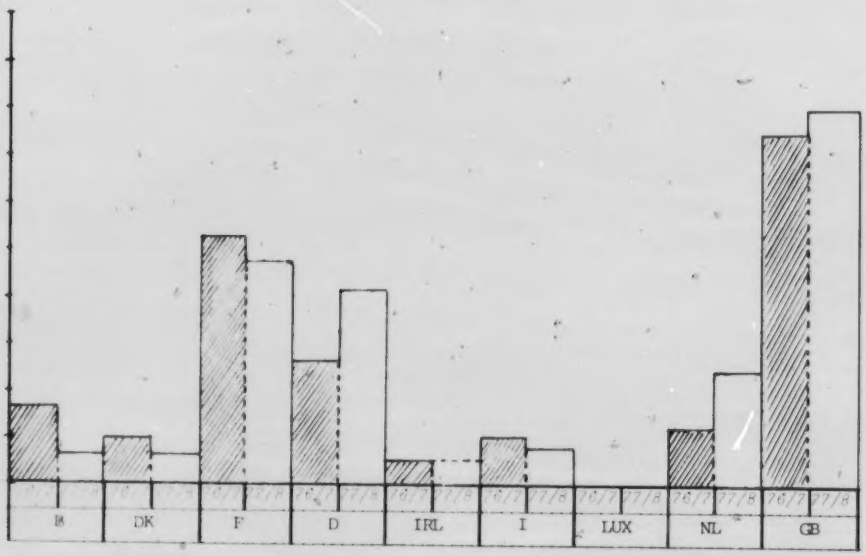

Table 4

GRAPHICAL PRESENTATION OF TABLE 2 :
SUCCESSFUL APPLICATIONS ONLY

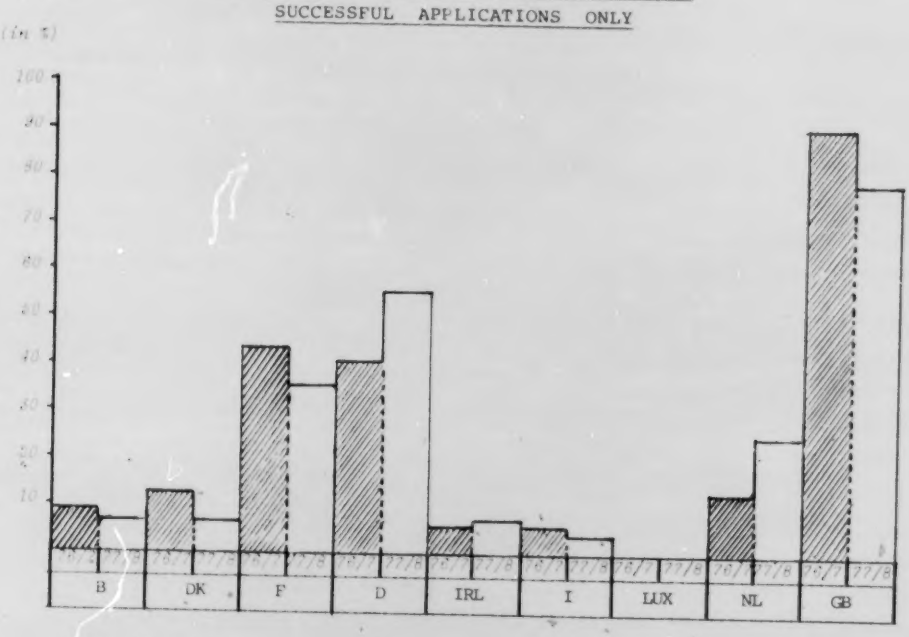

Table 5

SYNOPTIC TABLE OF LINKS* BETWEEN
INSTITUTIONS BY MEMBER STATE, 1976/7
(SUCCESSFUL APPLICATIONS ONLY)

	B	DK	F	D	IRL	I	LUX	NL	GB
B			1	1	1				3
DK									4
F	1			5	1	1			11
D	1		5			1		1	10
IRL	1		1						2
I			1	1					2
LUX									
NL				1					4
GB	3	4	11	10	2	2		4	

* *In the case of multilateral links, these have been subdivided into bilateral relationships for the purposes of this table.*

Table 6

SYNOPTIC TABLE OF LINKS* BETWEEN INSTITUTIONS BY MEMBER STATE, 1977/8 (SUCCESSFUL APPLICATIONS ONLY)

	B	DK	F	D	IRL	I	LUX	NL	GB
B			1	1					1
DK									2
F	1			5					6
D	1		5					4	12
IRL								1	1
I									1
LUX									
NL				4	1				5
GB	1	2	6	12	1	1		5	

*See note to Table 5.

Table 7

SYNOPTIC TABLE OF LINKS* BETWEEN INSTITUTIONS BY MEMBER STATE, 1976-8 (SUCCESSFUL APPLICATIONS ONLY)

	B	DK	F	D	IRL	I	LUX	NL	GB
B			2	2	1				4
DK									6
F	2			10	1	1			17
D	2		10			1		5	22
IRL	1		1					1	3
I			1	1					3
LUX									
NL				5	1				9
GB	4	6	17	22	3	3		9	

*See note to Table 5.

As regards distribution by Member States, the most striking characteristic to emerge is the predominance of British institutions. For although the percentage of successful applications with British involvement fell substantially in 1977/8, it still remains well above that of any other Member State, and the percentage of total applications involving Britain continued to rise. Pending further research into this question, several tentative reasons for this apparent imbalance may be put forward. Firstly, British institutions, at least in the university sector, enjoy very considerable academic and administrative flexibility, thanks to their specific legal status. This may make itself felt in a number of ways, notably as regards questions of recognition, certification and validation. Secondly, the force of tradition should not be underestimated, and British institutions, supported by a hitherto liberal grant-awarding policy on the part of local education authorities, have long been pioneers in sending students abroad. Thirdly, their small group teaching methods provide above average contact between staff and students and thus facilitate counselling and the monitoring of students' progress. Fourthly, the distribution of information on the Scheme appears to have functioned better in Britain than most other Member States. And lastly - perhaps most important of all - there can be little doubt that the linguistic dominance of English as the first foreign language in almost all Member States, and as the scientific lingua franca in an ever increasing range of disciplines, places Britain a priori in a strong position, just as conversely the linguistic situation of countries such as Denmark, Italy and the Netherlands militates against them. Nonetheless, it should be borne in mind that joint programmes are by their very nature reciprocal ventures, and that the other Member States may therefore be said to be benefiting from Britain, at least in quantitative terms, more substantially then is the case with any other Member State.

The converse case is that of Italy, which in both years of the Scheme's operation to date is involved in a far smaller number and percentage of projects than would be warranted by the size of its academic population. The linguistic barrier may be one factor in explaining this, but the fact that so few applications are forthcoming from Italian institutions might also suggest that a problem of disseminating information may also be involved.

Turning to the synoptic tables of links between specific Member States, we again find that Britain was the "*strongest partner*" of each of the other countries, and indeed the only "*partner*" of Denmark. However, this position is apparently beginning to change, as the 1977/8 figures show, and a significant number of programmes without British involvement have now arisen, notably between the Federal Republic of Germany and France and the Netherlands respectively. On linguistic grounds, the absence of "*Inter-Benelux*" links between Belgium and the Netherlands, and also the relatively small number between France and Belgium, are somewhat surprising phenomena.

Comparing the 1976/7 with the 1977/8 figures, it will be noted that three countries, namely Germany, Ireland and the Netherlands, strengthened their position in terms of participation percentage in the latter year, whereas Belgium, Denmark, France and Italy all tended to slip back somewhat. However, these may very well be merely transitory changes.

As may be seen by reference to Appendix 1, there is a considerable spread as regards type of institution and type and subject of programme - no doubt the result of the conscious policy of involving as wide a field as possible, referred to above. One noticeable feature concerning the types of programme is the apparent predominance of those based on student mobility at first degree level. This may well be due not least ot the steady increase in the number of interdisciplinary courses incorporating a language component, and this is one of the aspects of the Scheme which could profitably be followed closely as it develops. With one exception, namely the popularity of the "*joint project*" (13) in subjects such as architecture, interior design and regional studies, no straightforward correlation between types and subject of programmes can yet be discerned.

CHAPTER II - THE AIMS AND DEVELOPMENT OF JOINT STUDY PROGRAMMES

INTRODUCTION

In the preceding chapters, the attempt has been made to outline the situation which gave rise to the inception of the EEC Scheme, and to trace its progress to date. Against this background, we must now turn our attention to a more detailed analysis of various models evolved by the participating institutions within the framework of the Scheme's terms of reference, and to drawing at least some preliminary conclusions as to their efficacy, i.e. the extent to which they have fulfilled the expectations placed in them as an instrument for promoting European cooperation in higher education.

Merely to describe the programmes themselves would, however, be cutting corners ; for the final agreement on (and, hopefully, implementation of) a programme is but the culmination of a usually lengthy period of planning, encompassing many preliminary stages. As far as the available material allows, therefore, the present chapter will seek to explore the whole development process involved in building up joint programmes, analyzing the aims underlying them, tracing the origins of the personal and institutional cooperation on which they are based, identifying the major steps ("departmentalization" - "institutionalization" - "validation") on their way to fruition, and describing some of the practical planning strategies adopted by the departments concerned.

We shall begin by examining the objectives of such programmes through the eyes of those currently engaged in their establishment. This appears important for at least two reasons. Firstly, the structure of the programmes developed will to a large extent be dependent on the aims to be fulfilled ; secondly, such aims provide a more specific definition of the precise nature of the "European cooperation" which joint programmes can help to accomplish.

II.1 THE AIMS UNDERLYING JOINT PROGRAMMES OF STUDY

> "... *if we wish to promote students' mobility, we should begin by clarifying our motives for promoting it.*" (14).

In principle at least, the necessity for encouraging international academic mobility is a traditional article of faith for most involved in the world of learning - a faith which, beyond question, has enriched the lives of countless thousands over the years. Like all articles of faith, however, it has one cardinal weakness : unquestioning acceptance

of its intrinsic value has tended to prevent a thorough examination of what precisely constitutes that value. As the President of the University of Munich bluntly put it when summing up at a recent conference on the admission of foreign students, "*we assumed perhaps a little too quickly that an international mobility of students is obviously desirable*" (15).

And, again in company with other such cherished beliefs, this long-postponed process of self-appraisal is now being thrust upon the credo of mobility by force of circumstance. On the one hand, governments are becoming increasingly aware of the costs involved in its promotion and beginning to pose the delicate question of value for money (16). On the other, and despite all exhortatory utterings to the contrary, the willingness to spend a substantial period of study in another Member State of the European Communities remains at a stubbornly low ebb (17). Both these factors, and there are others still, notably the investment of time and energy on the part of hard-pressed staff, make the formulation of carefully conceived objectives imperative : without financial support, no joint programme can survive ; without student interest, the most generously funded of schemes will remain a fleshless skeleton - and that is the wish neither of Professor LOBKOWICZ, nor of the author of the present report.

This does not, however, imply that the predominant factor in formulating the aims of joint programmes should be or has been that of complying with preconceived governmental directives, which in most cases do not exist in this respect anyway, and/or pandering to student whims. On the contrary, the relationship is a dynamic one : experience shows that a well-founded programme can be successful both in promoting student motivation and in attracting the basic funding necessary : King's College London received 200 applications for its seven places on the English and French Law degree course organized jointly with the University of Paris I (Pantheon-Sorbonne), and nearly 200 students (half from each institution) are currently enrolled in the Middlesex Polytechnic - Ecole Supérieure de Commerce, Reims joint degree course in European Business Administration. As the "Masclet Report", produced for the EEC in 1975 by the Institute of Education of the European Cultural Foundation, put it : "*The aim is to encourage 'worthwhile mobility' which has precise objectives. Well-planned and well-organized exchanges can be relied upon to stimulate others because they are efficient.*" (18).

On the basis of the applications submitted to the EEC for funding under the terms of its Joint Study Programmes Grant Scheme in 1976/7 the aims underlying the establishment of such programmes may, for the purposes of discussion, be grouped as follows :

- aims relating to the education provided for students ;
- aims relating to students' employment prospects ;
- aims relating to the expansion of scientific knowledge and to the educational process as such ;
- aims relating to European cooperation and integration (19).

At this level of generality, these four groups of aims do not depend on the type of joint programme concerned, and they are certainly not mutually exclusive, even though not all of them were mentioned in every project submitted.

When examined in detail, one major common characteristic emerges. The era of mobility euphoria is over, and the notion of mobility for its own sake has given way to a more sober and modest but, at the same time, more specific and hopefully in the long run more efficacious statement of aims.

1. Aims related to students' education

When discussing the aims of joint programmes related to students' education, the broad distinction may, as in the case of conventional courses also, be drawn between those concerned with providing students with the best possible academic training on the one hand, and those seeking to develop their personality in more general terms on the other (20).

To take the latter first, mention is made in several applications of the impact of exchange programmes "*not merely at the general level of affecting consciousness through the interaction of different cultures ; but more specifically in the intellectual broadening and development of students involved*" (76/30). Study abroad is expected, inter alia, "*to promote the general education*" of the student (76/31) or, as Ted COX recently put it, "*one of the fundamental reasons for encouraging (...) mobility should be the opportunity thereby presented to recognise the worth of systems and attitudes and values not characteristic of a single, and if not accidental then certainly incidental, nation state*" (21). Valid though such observations may be, however, they are clearly not considered in their own right as sufficient justification of the effort involved in establishing joint programmes. In no case is this the only aim stated, and in most it is at best subsidiary to those of a more strictly academic nature.

Academically oriented aims take several mutually complementary forms, which may be summarized as follows :

- aims related to the specific academic subject concerned ;
- aims related to improving the students' training through acquainting them with at least one other country ;
- acquisition/improvement of linguistic proficiency.

Naturally enough, most project submissions make mention of aims related to the particular course of study concerned, these being subservient to the overall intention "*to produce highly qualified young men and women*" (76/25). Such aims range, according to subject, from instilling in the student "*a sense of form as well as design*

ability" (76/9), providing him with "*knowledge, understanding, attitudes and skills which will enable him to activate and guide learning processes in children*" (76/16), equipping him with the ability "*to evaluate measures for the development of underdeveloped regions*" (76/20) or introducing him to "*sociological theory in the tradition of Max WEBER and the potentialities of its application to current sociological research*" (76/4). But they are not peculiar to courses involving inter-institutional cooperation at an international level, and they therefore need not concern us further in the present context, though they do serve to illustrate the broad range of academic disciplines supported even in the first year of the Scheme's operation.

Of more immediate interest to us here are academic aims specifically related to the involvement in the students' education of contact with at least one other Member State. Such contact may be of several kinds. Firstly, it may "*yield a magnification of the expertise available to students*" (76/13), such "*magnification*" being variously expressed as enabling the student "*to encounter the widest range of specialists in his subject*" (76/31), "*combining the best elements of the British and French traditions into a coherent programme of work and study*" (76/22) and so on. Other joint programmes, involving a project or practical experience in the other country, accordingly have somewhat different aims, related in each case both to enlarging upon and relativizing knowledge gained at home. Such experiences might consist in showing the student the specific environmental differences affecting business practice from country to country (76/24), helping him by means of comparative study of regions in different countries to apply knowledge acquired to the solution of new problems (76/20), or establishing "*a better understanding of the approach to design methods and interior building techniques*" in two countries (76/14). Finally, there are the cases where first-hand knowledge of another country is essential in view of the subject matter concerned. Modern languages are an obvious case (76/29), but there are many others, involving the study of institutions (76/12) and political systems (76/3, 76/8), to mention but two. We shall return to the question of what is "*essential*" and what is not in due course.

Mention has just been made of the obvious necessity for students of modern languages to spend part of their studies in the country or countries concerned. But acquisition of linguistic proficiency in its own right is in fact an expressly stated aim, or at least subsidiary aim, of many joint programmes in a broad spectrum of subjects taking in such widely diverse fields as geography and history (76/16), aeronautics engineering (76/19), business management (76/24) and glass and ceramics science (76/31). In some cases the emphasis is more on specialized languages related to a particular discipline, in others the need is felt to be greater with regard to improving students' basic command of the language concerned. Almost everywhere, however, the motivation behind formulating this aim of joint programmes is the same, viz. "*to provide the specific skill of technical fluency in a foreign language important for progress in [the students's] profession*" (76/31).

2. Aims related to students' employment prospects

As intimated at the close of the preceding section, one of the precise aims in establishing joint programmes is that of enhancing students' employment prospects on completion of their studies. Perhaps more clearly than any other group of aims, this one is indicative of the kind of realistic approach mentioned in the Introduction to this chapter as typifying the joint programmes under discussion in the present report.

Nor is the employment angle restricted to specific subject areas. On the contrary, it unites such varied disciplines as political science (76/8) and aeronautics (76/19), production technology (76/5) and law (67/1), pedagogy (76/16) and regional studies (76/20). Thus the joint degree course in English and French law at King's College London and the University of Paris I (76/1) has been specifically designed with a view to enabling its graduates to practise law in either or both countries, and this also applies to the Middlesex-Reims joint first degree course, the aim of which, as stated in the Middlesex submission to the Council for National Academic Awards (C.N.A.A.), is to "*enable the student to achieve a high level of cultural mobility so that he will be able to work in either country with equal facility*" (76/22).

Such employment-related aims often show a considerable degree of specificity. A good example of this is the Toulouse-Cranfield project (76/19), the directors of which stated in their application to the EEC : "*The chief long range objective of the proposed courses is to prepare students for Anglo-French collaborative projects in the aeronautical and aero-space industries*". Here the employment prospects of graduates may be seen to be the dominant factor behind the project's inception.

Finally, it should not pass unnoticed that several joint programmes have been conceived with a view to producing graduates specifically qualified for careers in European organizations, be it "*a practical administrative or business career within the European structures*" for those emerging from the Essex-Aarhus joint M.A. programme in Western European Politics (76/8), or geographers whose specialist qualifications in regional studies gained in the context of the Bochum-Lille joint projects (76/20) are intended to make them ideally suited for region-oriented work within the Commission of the EEC itself (22).

In the absence of comprehensive research findings on the subject, the extent to which these employment-related aims come to fruition remains largely a matter for conjecture. However, it is important that data be obtained on this, a crucial criterion of joint programmes' long-term success. Such research could become part of the on-going process of evaluating the EEC Scheme, and a suggestion on modalities for this is correspondingly proposed in the context of the chapter on future perspectives below.

3. Aims related to the expansion of scientific knowledge and to the educational process as such

Although the terms of reference of the EEC Scheme specifically preclude support of joint research projects, many of the institutions participating nonetheless stated at the outset that the aims of their programmes, across a broad spectrum of subjects, included that of learning from each other's institutions and countries and thereby stimulating the expansion and dissemination of scientific knowledge. Furthermore, the actual experience of interaction with another institution, be it for the students or the staff concerned or both, was seen as a significant, if subsidiary aim in its own right.

Thus the project directors at Trinity College, Dublin and the University of Salford considered in their application for EEC support that "*interactions between the staffs concerned and the increased awareness of manufacturing industry structures and development of neighbouring countries would be a valuable benefit*" (76/13), and in fact, dependent on the precise nature of the joint programme involved, the main aim of the programme may even - as a first stage - consist in the mutual or unilateral transposition of expertise from one institution to another. For example, the first stage in realizing the aims of the Strasbourg (Louis Pasteur)-Liverpool project (76/26) was to consist in the utilization of the existing degree regulations in Strasbourg in formulating a new M.Sc. course in dentistry at Liverpool, and the exchange (and adaptation) of audio-visual teaching modules in anaesthesia between the universities of Glasgow and Ulm (76/27) is another case in point. Quite apart from the academic benefits accruing to the institutions involved in such schemes, the important aspect of rationalization which they imply, specifically referred to in the 76/27 submission, should not be overlooked.

In many instances however, the aim involved is less the transfer of course content than the deriving of mutual benefit from gaining experience of each other's teaching methods. This is expressly mentioned in several project submissions, relating to subjects such as urban renewal (76/7) and medicine (76/27), two professional areas which have been in the forefront of Community action on directives relating to freedom of establishment.

4. Aims relating to European cooperation and integration

When discussing each of the three groups of aims mentioned hitherto, passing reference was made to the European perspective involved. In fact, many of the participating institutions regard this as being so important that they mention it as an explicit aim in its own right.

The frame of mind underlying this objective was comprehensively summed up in the MASCLET Report as follows :

> "... *the provision of a European experience for part of the university population is bound to contribute to developing the sense of belonging to a European society in the making. The importance of this emerges when we realise that such students will provide the future leaders of society* (23) *and that present efforts in this direction can be expected to have a multiplying effect (...). An active policy of student mobility could therefore help to lay the foundations for a united Europe, which is why it has an important place in strategies for greater integration*" (24).

In this degree of generality, however, the "*European objective*" is rarely to be found in the project submissions to the EEC. For though it is true that global aims, variously expressed as the promotion of European behaviour and thinking (76/7), developing a European consciousness (76/23) or furthering the interaction of different cultures (76/30) are to be found in the project submissions, they are invariably expressed as the quintessence of more precisely defined goals subtending them. The trend from idealism to realism is again apparent.

Such goals may be of various kinds. One fairly frequently encountered might be termed the solution of problems common to all Member States (e.g. dental decay, 76/26). Another is the promotion of more commonality of approach in various fields (e.g. urban planning, 76/28), nicely expressed in one case as the development of a European framework for choosing national options (76/7 : housing renewal). Some relate to achieving closer harmony between educational systems in Europe, for example by solving problems of recognition (e.g. in architecture : 76/7, teacher training : 76/16 or aeronautical engineering : 76/19). Others seek to provide the basis for greater cooperation after the phase of formal education. One example of this, as we have seen above, is that of laying the foundations for increased mobility of personnel (e.g. in medicine : 76/27), another the desire expressed by the universities of Stuttgart and Brunel (76/5) to promote closer cooperation between industrial enterprises in the two countries in the field of production technology.

These aims are many and various, but in their totality they represent a convincing answer to the challenge once thrown out to the institutions of higher education throughout the EEC by one of the Commission's own officials : they would, he said, have to adapt their traditional rôle, taking into account the changed dimension resulting from enlarging national frontiers into Community ones, and seeking a common future based on the strength of a rich diversity (25).

II.2 THE DEVELOPMENT OF JOINT PROGRAMMES : ORIGINS AND PLANNING METHODS

> "... *It may be that freedom and planning are uncomfortable bedfellows...* " (26).

Having formulated the aims of the joint programme envisaged, the next hurdle to be taken is logically that of evolving a strategy for planning and, eventually, implementing it. Judicious planning may often be a crucial factor in determining a programme's ultimate success or failure, and this makes it imperative for us to devote some attention at this juncture to the various stages in a programme's development, from its origins through to the completion of the final blueprint.

Later discussions with project directors have confirmed the impression gained from close reading of the reports submitted on the 1976/7 year of funding, namely that of a variegated picture of planning strategies adopted, emanating from a certain tendency to return to square one each time as though the problem had never been tackled before. This is not meant as a criticism of those involved. On the contrary, the "*pioneering*" spirit is one of the necessary ingredients (or at least common factors) in establishing programmes of this nature. But it is indicative of the lack of information on past experience already accumulated in the field.

In fact, a considerable body of expertise on how to set about establishing inter-institutional links of various kinds must by now have been amassed. The links listed in the relevant publications of funding and/or coordination agencies at national level (27) run to several hundred for the area of the European Communities alone. And, in isolated cases, some attempts have even been made to go beyond the "cataloguing" stage and to try to draw some general conclusions about the links involved. One notable instance of this is the British Council's evaluation of its Academic Links Scheme in 1974 (28), another, more recent still, a doctoral thesis completed in 1978 on the Erlangen-Rennes joint programme financed under this very EEC Scheme itself (29). On the whole, however, much remains to be done in collating and evaluating the "*links expertise*" available. The present report, based as it is on the experience gleaned from the projects supported by the EEC in just one academic year, 1976/7, will naturally be able to make at best only a modest contribution to this task, but is is hoped that it will nonetheless be of some small help to those embarking on the process of developing joint programmes in the future.

And this was, indeed, part of the original intention of both Ministers and Commission at the Scheme's inception, the aim being to provide assistance for institutions of higher education not only in financial but also in "*technical*" terms (30) by improving the availability and

flow of information on the development of joint programmes elsewhere. Hence the present report, and it is clear that such information should relate not only to the "*finished product*", i.e. the types of joint programme (cf. Chapter III infra)"*produced*", but also throw some light on the "*manufacturing process*" as such.

There is considerable evidence that this catalyzing rôle is actively expected of the Commission by the participating institutions themselves. In several cases (notably 76/5, 76/12, 76/19) planning meetings at the EEC involving representatives of the partner institutions were specifically envisaged in the project submissions, and the Universities of Aston and Paris XII (Val-de-Marne), for example, even requested nomination of an EEC representative to sit on their joint planning committees (31). Again, the Draft Convention prepared during the 1976/7 funding period by the Ecole Supérieure de Commerce et d'Administration des Entreprises, Dijon, the Fachhochschule für Wirtschaft, Pforzheim and the Polytechnics of Leeds and the South Bank (76/21) for the establishment of a "*European Certificate in Business Studies*" makes explicit reference to the "*desire on the part of the European Commission to encourage collaboration and co-operation between institutions of higher education in member countries of the Community*". Nor are such references mere lip-service to the funding body. One of the most indelible impressions left on the author of the present report by visits to a selection of the projects supported has been the desire for as close and continuing co-operation as possible with those responsible for central management of the Scheme.

In trying to assess the development processes involved in establishing joint programmes, reference will first be made to their origins. Against this background, various patterns emerging from the planning approaches adopted will be outlined, and finally the attempt made to identify certain consistently recurring elements in the planning process which may be of interest to institutions currently embarking on the planning enterprise themselves.

1. The origins of joint programmes

Although by no means all reports submitted contain details of the earliest origins of the joint programmes concerned, the overwhelming evidence supports the findings which emerged in the context of the British Council survey mentioned above, namely that "*most academic links started with individual contacts made by heads of departments or senior staff*" (32), though in some cases, as also mentioned by the Council in this context, the increasing opportunities for more junior members of staff to participate in international conferences and exchanges have also been the initiating factor.

In many instances one or both of the staff members concerned have held visiting lectureships or professorships (e.g. 76/2, 76/4,

76/6, 76/23, 76/31), and/or been appointed external examiner (e.g. 76/2, 76/17) at the other institution. In one case (76/17), the staff member involved at one institution (Exeter) was even a founder member of another (Marcinelle) ! The rôle of international organizations, similarly identified by the British Council (33), in bringing together scholars from many countries, is also borne out by the EEC Scheme. Thus the professors cooperating on the dentistry project 76/26 (University of Strasbourg, Louis Pasteur-University of Liverpool) met on a specialist research group established by the Parliamentary Assembly of the Council of Europe ; the newly founded European Association for Architectural Education and Training was closely involved in the evolution of project 76/9, and the sociologists seeking to establish joint programmes between the universities of Essex and Florence have hitherto collaborated in the European Group for the Study of Deviance and Social Control, the secretariat of which is in Florence.

Direct personal contacts may of course also be preceded by prior knowledge of each other's publications, an explicit case in point being the extension of existing contacts between University College Cardiff and the University of Munich to include a distinguished sociologist from the Netherlands in the now tripartite project 76/4.

Once the initial contacts have been established, cooperation between the institutions concerned may develop in a number of different ways, involving (in whatever chronological order and according to the interests of the academics and departments concerned) student and staff exchange and research collaboration, often with the help of funding from bodies such as the German Academic Exchange Service (DAAD), the British Council, the Royal Society, the Office National des Universités et Ecoles françaises (ONUEF), or private foundations (34).

Two major models appear here, viz. :

1. cooperation begins with staff exchanges and may later be extended to include students ;
2. cooperation begins with (unilateral or reciprocal) student mobility and may later be extended to exchange of staff ;

and from these two models there emerge two fairly distinct patterns in the development of the joint programmes themselves.

The first model cited above accounts for the majority of cases under review in the present report, and it transpires that practically all the joint programmes whose "*jointness*" in EEC terms consists primarily in the development of teaching modules and/or staff exchange have arisen from this model. Conversely, the second model, i.e. that beginning with student exchange, has invariably given rise to the "*student exchange*" type of the EEC joint programme (35).

With respect to "*student exchange*"-based programmes, one specifically different pattern from those mentioned above is apparently gaining in

importance. This is the significant number of projects originating at least partly in one of the participating institutions' necessity to seek placements at foreign institutions for students on courses requiring a period of study abroad (36). Indeed, the very fact that such course requirements are particularly in evidence at British institutions may, as we saw in Chapter I above, at least partially account for the initial predominance of British institutions and of the student exchange type of joint programme in the first year of the Scheme. Such courses are no longer by any means restricted to the field of modern languages, but extend to a wide variety of disciplines including business studies, area studies and even engineering and in view of the trend towards more interdisciplinarity they are likely to increase still further. Clearly, this situation can have the drawback of leading to one-sidedness of advantage, and words such as "*exploration*" and even "*pillage*" have been coined to evoke the motives and attitudes of the academics whose job it is to find the placements concerned (37). Here, however, the search for a genuinely joint programme in the terms of the EEC Scheme can play a positive rôle, and projects such as Liverpool-Hannover (76/12), Kingston-Grenoble (76/30), Bristol-Villeurbanne-Kassel (76/24), and the four cornered relationship between Sheffield City Polytechnic and Aachen, Bordeaux and Turin (76/29) provide good examples of efforts to attain reciprocity of approach in such programmes.

2. Consolidating the programme : departmentalization-institutionalization-validation

In the preceding section, we have seen how most joint programmes have their origins in personal contacts. This said, however, it is the common conviction of all the project directors and their colleagues concerned that in order for the programmes to become fully effective over a lengthy period (38) they must cease to rely for their existence on the enthusiasm of specific individuals involved in their development.

This need is expressed initially by the wish to involve as many staff as possible in the departments concerned in the programme's development, either individually or collectively. Thus the Departments of Materials Science (glass and ceramics) in Erlangen and Leeds (76/31) decided to send four members each to planning meetings at the partner institution, explaining in their joint report that "*this had the advantage that meetings to discuss the planning of joint schemes of study were attended by fully representative groups from both institutions*". It may play a rôle, too, in the choice of subject for collaboration. The four institutions participating in the urban renewal project 76/7, for example, decided to formulate a relatively general overall theme to allow for the evolution of more specific schemes involving different members of staff within this general context. In short, therefore, the staff involved in the EEC-sponsored joint programmes recognize the need for setting such links on a departmental footing, frequently nominating "*permanent coordinators*" of the programme (e.g. 76/29) for this purpose. And the validity of this standpoint is fully borne out by existing research findings :

> *"The majority of really successful links (...) are departmental (or perhaps faculty links for inter-departmental studies). They also tend to be those which have measured quite clearly the proper degree of mutual advantage to be derived from the association, and have not been too ambitious or have over-extended the resources of the departments. Since they have also tended to grow up naturally (...) rather than by proclamation, they represent just about the right degree of commitment, and the right level of frequency of contact. The other considerable advantage of a link which has grown naturally in this way is that its growth is more accurately related to the funds available at any stage and is more likely to grow with them, rather than when sudden and large demands are made upon hitherto non-existent funds"* (39).

Departmentalization, in the sense of involving as broad a cross-section of a department's own academics as possible, is not, however, enough in itself. For in order to anchor a joint programme in a genuinely institutional context, close and early contacts, even during the planning phase, are also required between project directors and the competent sections in the institution's central administration - a point repeatedly made to the author both by project directors and administrators (40) during the preparation of the present report. Not just academics, but administrators, too, need time to grow accustomed to a new programme, and the very fact that joint programmes are almost by definition unconventional, often requires insight, understanding and flexibility on the part of the administrative sections concerned - both among themselves and in interaction with any external bodies concerned - if the foreseeable administrative pitfalls are to be avoided. And these may in fact be potentially quite considerable, ranging through questions such as student capacity and quotas, tuition fees and registration, accommodation staff leave and substitution, to mention but a few, quite apart from the intensive financial negotiations with the bodies responsible for ensuring provision of running costs - and the handling of development grants from organizations such as the EEC !

When the major academic and administrative problems have been successfully tackled, or indeed during this process itself, the question of "*institutionalization*" may pose itself once again on the formal level as regards involvement of the institution's Principal and, in many cases, conclusion of a formal convention with the partner institution. On the whole, the departments participating in the EEC-supported joint programmes clearly regard their Rector or President as an important ally, both in negotiations with funding and validation bodies and in drawing the programmes to the attention of a wider public. And for their part, many institutional heads have clearly devoted a good deal of time and energy to supporting the programmes from this point of view. Many of them wrote covering letters or even signed the original applications, several were involved in some official capacity with the programme's progress, and some even played a direct rôle in this process as a member of the planning group concerned.

Less unanimity is to be found when it comes to the efficacy of formal inter-institutional agreements. In fact, several of the programmes funded under the terms of the EEC Scheme, notably 76/1, 76/18, 76/21 and 76/30 have resulted in the signing of such agreements, which vary considerably in character from the general to the fairly specific (41). The apparent divergence of opinion, however, really amounts to nothing more than the pragmatic reaction to differing national policies on this matter. Some governments, such as the French, are willing to provide institutions more readily with financial support if a formal convention between the two partners is signed; and in cases such as these the institutions concerned will naturally see advantage in such a convention. Furthermore, there seems to be some evidence that formal agreements may be of help in solving technical problems such as reservation of a fixed quota of rooms in student halls of residences, and on a more general level they can be instrumental as a means of attracting the attention of outside bodies such as the press and civic authorities, often to the practical benefit of the joint enterprise concerned. On one matter, certainly, all project directors concerned are in full agreement, not only among their own number but also with current thinking of institutional heads themselves as expressed in the findings of the CRE conference mentioned above :

> *"Agreements between universities will promote students' mobility only to the extent that they are the official seal on contacts between smaller units (departments, institutes, chairs) that existed prior to any contact between the institutions, the universities. (...) One should start from the basis, that is, sign agreements if and only if they institutionalize what already exists. Fruitful agreements are not spun out of the thin air of mere declarations of good will ; they promote mobility only if they are the upshot of numerous previous contacts"* (42).

In many cases, however, the successful implementation of a joint programme does not end in the rector's office, but also requires concurrence on the part of the governmental authorities involved. This is particularly true of courses subject to a high degree of public control, for example teacher training, law and medicine. For this reason, institutions have found it prudent to consult the authorities concerned at an early stage, and projects such as the Erlangen-Rennes scheme involving equivalence arrangements at various levels of medical training (76/18) provide a good example of how smoothly such cooperation can work when approached methodically.

The same applies to the important question of validation of programmes, which - particularly in the case of first degree courses in the non-university sector - is often a matter for eventual decision by a body outside the framework of the institution concerned, be it governmental authorities as in the case of many courses in France, the Federal Republic of Germany and elsewhere, or academic peers such as the CNAA in the United Kingdom. Several project directors seem indeed to shudder at the very thought of broaching the validation problem but those who have done so

successfully, and there are cases of fully integrated, fully validated courses even at first degree level (e.g. 76/1, 76/22), will testify that the often wearisome process has eventually been most worthwhile - indeed arguably the "*crowning glory*" in promoting first degree level student mobility in the context of European cooperation. And there are, of course, methods of alleviating the validation problem. Notable among these is the strategy of "*validation by stages*". Thus the Middlesex-Reims programme cited above was established as a diploma course prior to attaining full B.A. status in the United Kingdom, and the Didsbury-Utrecht ("*DIDSOL*") project was taking a similar path (introduction of a joint 2-year course as part of existing programmes in an initial stage on the way to establishing a fully joint 4-year course), when factors extrinsic to the joint programme as such caused it to be placed in abeyance.

3. The time factor

Naturally enough, to traverse the whole terrain outlined above, from the original contact to eventual validation of a fully integrated course, is a time-consuming business. This is true of the inception of any new academic course, and it is bound to apply a fortiori in the case of those involving not only a second institution, but one in another country and educational system at that. Thus the two fully integrated joint first degree courses, in law at the Universities of London (King's College)/Paris I and business studies at Middlesex Polytechnic/ESCAE Reims, though involving very different institutions, subject matter and validation procedures, each took $2^1/2$-3 years to establish, and the Didsbury/Utrecht teacher-training course already had a gestation period of $1^1/2$ years punctuated by 9 planning sessions to look back on at the time of application to the EEC in 1976. Other joint programmes, too, at present developing with the help of the EEC Scheme, are being similarly realistic in bargaining for a 2-3 year planning period, or are coming to realize by force of circumstance that this kind of period will eventually be involved - if they "*go the whole way*".

It goes without saying, however, that the time-factor is dependent to a large extent both on the type of course concerned and the intensity of existing cooperation at the outset. Thus, many joint programmes can be realized in a much shorter time than that indicated above, as other examples in the framework of the EEC Scheme show. This is particularly true in the case of (even fully integrated) programmes at postgraduate level (e.g. 76/8), those involving production of teaching modules and/or staff exchange, and those of much shorter duration than full-length degree courses.

Most noticeable in this respect is the relative ease with which joint postgraduate programmes can be established. Such programmes tend to be of shorter duration than first degree courses, and on the whole they are much less subject to validation stringencies. In view of

this situation, it is difficult to escape the impression that it is not merely academic considerations which have led to an apparently ever-increasing body of opinion in favour of promoting postgraduate rather than undergraduate mobility (43), but very significantly the factor of administrative convenience also.

Whatever the type, level and duration of the programme concerned, however, they all have in common the need for careful planning if they are to be fully effective, and the following section is therefore devoted to the practical ways and means of conducting this process itself.

4. The logistics of planning

Having discussed above some of the major stages in the development of a joint programme and given some indication of the time factor involved, consideration must now be given to what might be termed the "*logistics of planning*". In view of the multiplicity of strategies adopted, and the different stages of development which the projects had reached at the time of EEC funding, it will be neither practicable nor profitable to mention them all. Instead, some of those which appear particularly interesting will be cited as examples, and the attempt made to identify some of the planning patterns which seem to be emerging. Since, as we shall see, these patterns are to some extent dependent on the type of programme involved, it will be convenient to discuss the planning strategies in relation to the four main types of joint study programme developed or developing in the framework of the EEC Scheme, viz. according to whether they are characterized by student mobility, staff mobility, the production of teaching modules or participation of both staff and students in joint "*projects*".

(a) Joint programmes based on student mobility

Taking first degree programmes (44) first, our remarks here will of necessity be restricted to "*programmes in the making*", since the planning proper of the joint first degree courses between London and Paris (76/1) and Middlesex and Reims (76/22) lay before the period financed by the EEC and under review here (45). Without any doubt, it is this category which presents the greatest diversity of planning approaches, and more observation will clearly be required in the coming years of the Scheme's operation in order to identify common patterns on the basis of a more representative sample of programmes.

First of all, the number of planning meetings carried out with the aid of the EEC grant varied considerably, from about two to five. Some reports show all meetings to have been held at one of the institutions participating (76/25), in others they were divided among the various partners. Some institutions felt it most profitable to send several representatives to participate

in such meetings at once, others again preferred a strategy of a number of separate visits by single members of staff. The duration of such visits also varied markedly, usually from 2 days to a week, partly because of the need in certain cases to establish or improve contacts with external bodies such as industry (76/5), governmental authorities (76/32) or specific institutions to be studied during the course (76/12). And the advent of a third institution into bilateral negotiations, as in the case of the Bristol-Villeurbanne (-Kassel) project 76/24 in business studies, of necessity led to another pattern again.

Nor were straightforward planning meetings, though the most usual form of approach, the only one employed. Thus the departments of politics of the universities of Edinburgh and Frankfurt decided to organize a 5-day workshop to establish the framework for their joint programme and hence to explore the administrative details during the course of a "*pilot scheme*" of one-month staff exchanges (the cost of which could not, however, be borne by the EEC in view of the Grants Scheme's terms of reference).

Important through direct personal contact in the context of meetings of various kinds has proven to be, however, it is in most cases unlikely to be sufficient in itself without adequate documentary preparation. Most progress appears to have been made where detailed information on the courses at the participating institutions had been exchanged - and digested - in advance, and the objectives of the planning meetings as clearly defined as possible. Cases in point are the equivalence-oriented projects in medicine (76/18) and teacher-training (76/11), and also the four-cornered project 76/29. Here, the EEC grant was awarded for the purpose of exploring the feasibility of consolidating the exchange links existing between Sheffield City Polytechnic and the Technische Hochschule Aachen, the University of Bordeaux III and the University of Turin respectively into jointly planned programmes, and for intensifying the links between the latter three institutions. To this purpose, curriculum information was exchanged in the autumn, a Sheffield representative visited each of the other three institutions in the spring, and all four came together in late summer for a series of joint meetings in Aachen, consisting of a preliminary and concluding plenary session with bilateral working groups sandwiched in between - an example of how the planning strategy can be dovetailed to meet the necessities of the particular programme concerned.

There can be little doubt that the variety of planning approaches indicated above with regard to first degree, student mobility-based programmes is first and foremost a reflection of the diversity of institutions, levels, types and durations of programme involved. This is less the case with the other categories and, as we shall see, this gives rise to more uniformity in the planning approaches adopted.

Thus good progress through the "*orthodox*" means of planning meetings was made on all five programmes (46) funded in 1976/7 which fell under the category postgraduate/further degree programmes based on student mobility, irrespective of the stage at which they were financed. A clear preference seems to emerge on such postgraduate programmes for involving a comparatively broad cross-section of staff rather than single individuals. Thus Cranfield and Sup'Aéro Toulouse (76/19) each envisaged sending one group of five and later another group of four persons to the other institution for several days, the first meeting in each case to be devoted to settling the areas for cooperation, the second to finalizing academic and administrative details ; Erlangen and Leeds carried out their two major meetings with visiting delegations of four persons each (76/31), flanking these meetings by 3 further visits by individual staff members, and three members of Essex staff travelled to Aarhus for an intensive two-day planning meeting on their fully integrated joint programme in Western European Politics (76/8).

One different model is worth mentioning here, and it is again dependent on the specific type of programme involved. Based on an existing joint programme between the Fachhochschule für Wirtschaft in Pforzheim and the Ecole Supérieure de Commerce et d'Administration des Entreprises in Dijon, the EEC grant to project 76/21 was utilized for extending the programme to include two British institutions - the Polytechnics of Leeds and the South Bank -, the first in order to build up its international contacts, the second in order to present its more language-oriented students with an alternative postgraduate course. The necessity was also felt to include two British institutions in order to increase British capacity for the students from France and Germany, who were, it was rightly or wrongly felt, more likely to be attracted by the programme than their British counterparts. The planning model adopted was as follows : each institution circulated to the others detailed material on its courses and in particular on those elements which it wished to contribute to the quadrilateral joint programme. These were then discussed at joint planning meetings, each institution playing host to between two and four members of staff from the other three. The meetings enabled the wishes of the "*home*" institution to be modified, adapted or extended according to the others' ideas on the scheme, and the administrative details to be discussed. At the end of the "*round*", an overall framework "*convention*" and a series of bilateral agreements were ready for signing (47).

(b) Joint programmes based on staff mobility

On the basis of the half-dozen or so projects supported in 1976/7 whose predominant component of "*jointness*" was that of staff mobility - i.e. providing for one or more members of staff to teach integrated elements of the other institution's courses on the basis of joint planning - the evidence is that such

programmes are relatively simple to plan, and even to implement, provided that the length of stay at the foreign institution (or, rather, that the length of absence from the home one) is comparatively short (48).

The usual planning method adopted (by e.g. 76/10, 76/13, 76/23) was for just one person from each department to travel to the other each time, and vice versa if the exchange was to be mutual. Progress was generally made in a relatively small number of meetings, and this simple model seems to hold good irrespective of the subject area concerned : the projects referred to above relate to sociology, engineering and law.

A somewhat different approach was chosen by two projects of this nature, both (coincidentally or not) involving the University of Edinburgh though in each case a different department and a different partner country (politics with Frankfurt (76/3) and education with Aarhus (76/6) respectively). This consisted of holding a preliminary workshop (76/3) or subject-oriented seminar (76/6) followed by a pilot programme and rounded off by an evaluation and feasibility meeting.

(c) Joint programmes based on the production of teaching modules

As will be discussed in more detail in the next chapter, several EEC supported joint programmes - and among the potentially most effective - have evolved along the lines of producing teaching modules for use at either institution and eventually at any others. Probably not least because administrative questions, at least initially, play a lesser rôle, the development of such programmes appears to be relatively trouble-free, involving a comparatively small number of judiciously timed and located planning meetings including, where necessary, field visits (e.g. 76/2) and, naturally, substantial academic work in between. Almost irrespective of the subject and type of the programme concerned, one common planning pattern emerges after initial contacts have given rise to a decision in principle to produce (or transfer) such modules or courses :

- stage 1 : meeting(s), often attended by one senior and one junior member of staff from each participating institution, to discuss aims, content, level and structure (or, in the case of transfer of programmes, to discuss necessary modifications) ;
- stage 2 : phase of academic work on producing/modifying and often translating the courses ; correspondence ;
- stage 3 : meeting(s) to discuss and compare the results of stage 2 and to decide on any changes necessary ;
- stage 4 : (where necessary) alterations in the light of stage 3 decisions ;
- stage 5 : meeting(s) to discuss implementation (correspondence

is often sufficient, thus obviating the necessity of meetings) ;

- stage 6 : reports to international symposia/conferences on the project's progress in order to interest other institutions in utilizing the modules.

Naturally enough, potentially least work is likely to be required in the case of more or less straightforward "*transfer*" of courses (76/9, 76/26), though more may be involved according to the degree of modification and technical production involved (76/27). More still is indicated where the teaching materials have to be produced more or less from scratch (76/2, 76/17), and most of all where there is the additional element of coordinating the modules produced into one coherent joint teaching programme (76/4).

(d) Programmes involving staff and students of participating institutions in joint "*projects*"

During the course of the EEC Scheme, the "*joint project*" has emerged as a specific (though varied) type of joint programme which in effect combines elements of all the other three. The models developed will be discussed in Chapter III in more detail ; here we are concerned only with the planning of such projects.

Because of the variety of projects involved, the logistics of planning may vary also. Certainly, they include the elements described with respect to the foregoing types, viz. the prior exchange of information, holding of planning meetings, production of teaching materials and so on. Projects, however, often involve the establishment of more than usually intensive contacts with external bodies such as regional (76/20) or urban (76/7, 76/28) planning authorities, clients whose buildings are to be redesigned (76/14) etc., and extensive pre-project site or field visits.

Other specific aspects of planning joint projects relate to the relatively short duration of such projects : more than any other type of joint programme, these lend themselves to learning from (hopefully not too bitter) experience, and several of the projects whose planning phase was funded by the EEC in 1976/7 (76/14, 76/28) have done just this, the forward planning meetings being at one and the same time evaluation meetings on the projects just past, with the students involved often playing a prominent rôle. This seems a logical model for the further development of fully integrated 3-month projects, many of which are emerging from much shorter joint enterprises between the institutions concerned. There is, however, a latent danger in the very brevity of such projects, namely that it

may lead them to appear somewhat incidental and therefore not dependent on such careful planning. On the evidence available, however, the reverse appears to be the case. Although the actual contact time between staff and students from the participating institutions may be relatively short, the success or failure of the project will be directly proportional to the intensity of cooperation in planning the project as minutely as possible beforehand. Such planning will not only need to comprise the on-site preparation and contacts mentioned above; but also to take in the precise objectives of the project, the coordination of seminars leading up to the "*contact*" phase itself, and the joint evaluation of the project's results.

The above analysis of planning practices adopted for the purpose of establishing joint programmes of study has revealed both a diversity of approach when viewed overall and a certain number of common patterns related to the development of particular types of programme. The matters for discussion at the planning meetings concerned form the intrinsic content of the following chapter dealing with the actual structures and content of the programmes developed. Nevertheless, in conclusion to the present chapter on planning methods as such it may prove useful - perhaps for reference at future planning meetings as a kind of tentative "*check list*" - to identify some of the major issues on the agenda of such meetings in 1976/7 :

preliminary :
- acquaintance with the academic strengths, structures, teaching methods of the partner institution(s)
- identification of precise field for cooperation
- detailed comparison of curriculum structure
- agreement on the contribution to be made by each institution

academic :
- content of the programme
- duration and structure of the programme
- teaching methods to be employed
- dovetailing with existing courses
- language to be used
- preparation of documentation and data (→ publication)
- selection criteria and procedures
- assessment, examination, recognition, certification

administrative : (49)
- questions of intake capacity of participating institutions, quotas etc.
- tuition fees, grants for students
- secondment and fellowships for staff
- preparation of students before departure
- registration procedures
- accommodation and other logistic facilities ; travel reductions, social and accident insurance for students and institutions
- measures for social integration of students
- monitoring procedures
- student counselling procedures
- library facilities
- timetabling
- contacts with external bodies involved, e.g. government, funding agencies, industry etc. on matters such as validation, equivalence, placements and sponsorship
- contacts with the EEC
- publicity measures

follow-up :
- evaluation of progress to date
- dissemination of results, publicity
- formulation of short, medium and long-term objectives
- nomination of staff member(s) as permanent coordinator(s)
- desirability and feasibility of extending the programme to other departments and/or institutions.

CHAPTER III - TYPES OF JOINT STUDY PROGRAMMES DEVELOPED

III.1 CLASSIFICATION OF TYPES

"*... There are so many different approaches that a single framework cannot serve, and it is too early to attempt a classification*"(50).

Since the MASCLET Report, which pre-dates the inception of the EEC Scheme, was published, only two years have passed. That is not a long time in the development of higher education. Nonetheless, the intervening experience with the EEC Scheme does now provide the basis for some tentative clarification of the types of programme evolving, and this is the aim of the present chapter.

It will be recalled that the terms of reference of the Scheme define the types of joint study programme whose development the EEC wished to promote as follows :

"*The grants are intended to foster the development of programmes which are 'joint' in one or more of the following senses :*

(a) courses of study, planned jointly and provided by two or more institutions in different Member States, whereby students following the course spend a recognised part of their period of study in each of the institutions concerned ;

(b) courses of study, planned jointly and provided by two or more institutions in different Member States, whereby parts of the course in each institution are provided by members of staff of the other institution(s) ;

(c) courses of study, planned jointly and provided by two or more institutions in different Member States, which include an element, in the discipline or area of study concerned, that is related to the development of the European Community.

To be eligible for grant, courses may be at any level of higher education, but should have a minimum duration of three months"(51).

This "specification" contains three basic elements, namely

- intensity of cooperation
- type of cooperation
- duration of course (52).

By and large, it may be said that the programmes which received EEC funding in 1977/1977 have evolved according to this pattern. This is particularly true of the first and third elements concerned, i.e. intensity of cooperation and duration of course to be developed. With regard to the type of "*jointness*" concerned, some adjustments have arisen which will may well be of interest when formulating the future directions the Scheme is to take. Thus whereas

types (a) and (b) of the Scheme specifications above have proven to be distinct categories as envisaged, type (c) has presented certain difficulties of definition. For in fact, almost every project supported has been able to make a more or less plausible claim to contain, even by virtue of the discipline concerned, an element related to the development of the European Community. This is therefore an element running through all the other types of programme rather than a type in its own right, although, since it appeared in the Scheme specification, a separate section is devoted to it below.

By contrast, two additional types of joint programme have become discernible, both of which on the 1976/7 evidence available appear exciting and viable models for the pursuance of the objectives underlying the Scheme's inception. They have been briefly mentioned above with regard to the planning process involved in their development. Firstly, there is the production of teaching modules. As their name implies, these involve the joint production of whole courses or course-components which, though they may involve teaching exchanges (particularly in the early stages of implementation), as for example in the case of project 76/13, are basically utilizable at a variety of institutions independent of the staff concerned. Secondly, the joint project has emerged as a form of European cooperation particularly suited to the needs of certain subjects such as architecture and regional studies. Involving as it does both staff and students of both/all participating institutions on a jointly conceived and prepared subject, the joint project (of at least three months' overall duration in order to comply with "EEC funding specifications" hitherto) in a sense combines elements of all the other types of joint study programme. Both these emerging types will therefore be treated as separate categories below.

In the light of the preceding comments, the following matrix can therefore be identified for the purposes of discussion :

1. programmes based predominantly on student mobility
2. programmes based predominantly on staff mobility
3. production of teaching modules
4. cooperation on joint projects
5. the European element of joint study programmes (53).

In undertaking this discussion, the sheer quantity and variety of projects concerned presents something of a methodological problem. It would clearly be quite beyond the scope of the present report to describe and analyze each programme fully. On the other hand, much is to be said for letting the programmes speak for themselves as complete entities rather than dismembering them beyond recognition for the purpose of analyzing their constituent parts, though some measure of this is unavoidable for purely "*diagnostic*" reasons. So a middle way has been chosen. First of all, the "*Summary of Projects*", attached to the report as Appendix I for convenience of reference throughout, should be regarded as an integral part of the present chapter. Against that general background, some characteristic projects have been singled out for closer attention, reflecting not only the various types and levels of programme developing, but also the spectrum of institutions involved, and covering the great majority of the Member States participating. Following this, the attempt will be made in the next chapter - with reference to all the reports submitted - to identify some of the more important and recurrent problems which have arisen with regard to the planning and implementation of joint programmes, and to indicate some of the approaches adopted for their solution.

III.2 EXAMPLES OF JOINT STUDY PROGRAMMES DEVELOPED

1. Programmes predominantly based on Student Mobility

As we have seen above with regard to the planning approaches involved, the quantity and diversity of student mobility-based joint programmes are considerable and, faced with such variety, the choice of examples is bound to be somewhat arbitrary. Nonetheless, an attempt has been made to select some of those which on the one hand appear typical of certain models which have evolved, and on the other are of particular interest in apparently having found solutions to some of the more recurrent problems. Of the first-degree level (54) programmes chosen, two (76/1, 76/22) constitute full-length joint courses, and the third (76/12) a jointly planned programme forming just a part of degree courses at both participating institutions. The postgraduate level programme (76/8) illustrates the flexibility with which institutions can establish such programmes, and provides a particularly striking example of a programme containing EEC-related elements.

Project 76/1 :	University of London, King's College - Université de Paris I (Panthéon-Sorbonne)
	English and French Law

This is a four-year first degree course, the first two years being spent by all students in London, the third and fourth in Paris, with half of each intake coming from each country. Full validation (for example in London : "*LL.B in English and French Law*") has been granted by the appropriate authorities at both institutions in early 1977, i.e. during the course of EEC funding, and graduates of the course will be entitled to proceed to the Solicitors' Final Examination or to the Bar Final Examination in England, or to the French CAPA Examination, thus enabling them to practice law in either country.

At present, the first batch of 14 students (a figure which has since been increased to 20 for the second intake in 1978/9) are just completing their first year of study, and the early indications are that results are proving most satisfactory. This may well be at least partly due to the close tutoring which students receive from the start :

> "*At the beginning of his course each student is assigned to a member of the Faculty staff, who acts as personal tutor throughout the period of his studies, keeping an eye on his progress and advising him on academic and personal problems and on questions concerning his future career. The teaching is done chiefly by way of lectures and tutorials. Under the tutorial system, on which the Faculty places particular emphasis, small classes of students meet a tutor regularly (usually once a week for each subject) to discuss interesting or difficult aspects of the work and to obtain practice in applying to actual problems the general legal principles with which the student will have become acquainted from the lectures and from his own reading. These classes, along with the system of personal supervision already described, ensure that personal contact is maintained between staff and students. All the teaching is done at the College, and an examination is held at the end of each academic year.*"(55).

The first two years, spent in London as stated above, correspond fairly closely to the first and second years of the ordinary LL.B course at King's College, the programme for which is as follows (56) :

Courses leading to LL B degree

courses in rectangles are compulsory
others are optional

Year 1: Intermediate

(four compulsory subjects)

Constitutional and Administrative Law This course examines the structure and the basic theory of the constitution of Great Britain and the British Commonwealth, the fundamental rights of individual citizens and the rules governing the exercise of administrative powers in England.

The English Legal System and its History A general introduction to law in England, outlining its sources and historical development and describing how the courts and legal profession are organized at the present day.

Elements of the Law of Contract This comprises an elementary study of the law of contract which regulates all commercial agreements, whether made between businessmen or by ordinary individuals.

Criminal Law The concept of crime and the general principles of criminal liability are considered, then the law relating to some of the major crimes in English law, such as murder, manslaughter and theft.

Year 2: Part One

(three compulsory subjects, and one of the options marked*)

Law of Tort This is the law which determines whether and to what extent a man should be compensated by someone who injures him or his property, financial position or reputation. It covers situations ranging from motor-car accidents to the publication of a libel.

Law of Property After providing a general introduction to the law governing all types of property, this course concentrates on the law of land, covering both beneficial and commercial interests and taking account of the practical implications of modern tax and planning legislation.

Law of Trusts The trust, a vital commercial, family and public law device for regulating the ownership and beneficial enjoyment of all types of property, is dealt with in all its essential aspects.

***The Roman Law of Obligations** After a general introduction to the law of ancient Rome, which forms the basis of most Western European systems, this course proceeds to treat the Law of Obligations, i.e. the Roman equivalent of contract and tort, emphasizing Sale and Negligence.

***French Civil Law** This course covers the French legal system in general outline. Its object is the study of the French Civil Code as applied by the Courts. It covers the law of personal status, family, property, obligations and succession.

***German Civil Law** A parallel course to that on French Civil Law.

***History of English Law** This course is designed to increase the student's comprehension of present-day law by exploring English legal history in some detail, with particular reference to criminal law, contract, tort, property, trusts and procedure.

Certain modifications have had to be made, however, and this is also the case in the second half of the course, during which students will not merely continue in the normal third year of study at Paris I but will be provided with a specifically selected range of course segments taken from several years in order to complement the studies taken in London into a full and viable degree course.

Such a programme requires close collaboration through all its stages, from original selection through to involvement of staff from both universities in the assessment of students' examination work. Selection itself is carried out jointly, and on the London side arrangements have been made via the UCCA Scheme for rejected students to be automatically considered for admission to the Normal LL.B Honours Degree in Law offered at King's. This is most necessary, for the Dual Degree has proven highly attractive : King's received no fewer than 200 applications for its 7 places in the first intake in 1977/8.

Applicants are required to prove a high level of written and oral proficiency in both languages, though the first year's experience has shown the need for extra tutorials to improve this threshold level still further.

The problem of fees has also been pragmatically circumvented. Paris I students remain enrolled as students of Paris I, King's students as King's students throughout the four years. Thus the British students pay fees throughout, as they would on a normal United Kingdom degree course, and their French counterparts are likewise subject to the same financial conditions as they normally would be in France.

Project 76/22 : Middlesex Polytechnic -
Ecole Supérieure de Commerce et d'Administration des Entreprises, Reims (57)

European Business Administration

Graduates of this programme, which the Director of Middlesex Polytecnic in his covering letter to the EEC application describes as being the first in this field to achieve official recognition, are to receive both a B.A. Honours European Business Administration (CNAA validation having been obtained in June 1975) and the Diploma of the Centre d'Etudes Supérieures Européennes de Management (CESEM). Unless otherwise stated, the following description of the course is based - often verbatim - on the detailed Middlesex submission to the CNAA which led to the validation of the course in the United Kingdom.

The course lasts for four years with 24-week industrial placements at the start of the second and the end of the third year (see diagram below).

The structure enables the student to spend an equal amount of time in France and Britain. At the end of the second year, the mid-point of the

course, all students move from one country to the other. During each of these two year periods the student will spend an industrial placement of 24 weeks in the country in which he is located, thus gaining an equal experience of working in both France and Britain. The relationship between Industrial Placements and periods of study at the two institutions is set out in the diagram.

Country 1			Country 2		
YEAR 1	YEAR 2		YEAR 3		YEAR 4
3 terms study	24 week industrial placement	2 terms study	2 terms study	24 week industrial placement	3 terms study

The two institutions believe that the specific objectives of the course are best met by a structure which provides a common course taught at both institutions simultaneously. To give the student the maximum opportunity to achieve a high level of cultural mobility, they believe that great advantages accrue from students of both countries studying the same course together in mixed groups. The course conducted at Reims and Middlesex is therefore identical except for the language of teaching which is French in France and English in Britain.

Provision is made for approximately half the British students completing their first two years in France and approximately half the French students completing their first two years in Britain. Not all students have reached an equal level of linguistic ability. The linguistically weaker spend the first two years of the course in their native country so that they can build up their linguistic skill before being exposed to working and studying in a foreign country.

Students are drawn in approximately equal numbers from France and Britain. In order to improve their knowledge of spoken French all British students after registration and induction at Middlesex spend the first month of the course at Reims and all French students spend the same period at Middlesex Polytechnic on an intensive language course. The psychological impact of such a movement of all students out of their familiar learning environment at the outset of the course is considered important, for it gives those students who will stay in the foreign country for the first two years of the course an opportunity to acclimatize themselves before the course teaching begins. For the linguistically weaker students who will spend the first two years of the course in their native country, the introduction to the foreign institution and staff gives them an appreciation of the standard of fluency they must achieve during the first two years.

At the end of the initial language course half the English students remain at Reims and half return to Middlesex Polytechnic for the first

two years of the course. Their French counterparts are similarly divided so that a mixed but balanced group of students exists on both sites to study a common course.

In designing the course, the primary concern is said to have been with providing for students a coherent educational experience which entails a progressive treatment of subjects. Thus the course can be viewed as five progressive stages consisting of three academic phases and two industrial placements.

The first year is a foundation course and consists largely of basic discipline teaching, together with a large element of foreign language teaching. In the next academic phase which spans Years 2 and 3, the emphasis is on the analysis of functional areas of the firm. The final academic phase in Year 4 provides the student with the opportunity to specialize in areas of his choice.

The industrial placement periods are positioned so that the student may put into practice what he has previously studied. At the same time both industrial placements lead in naturally to the next stage, thus providing a framework of experience on which the studies which follow are built. In more practical terms, the second industrial placement provides the material for the final year individual project and may help in the student's choice of specialization.

There are three major strands to the course as follows :

- Language
- European Studies
- Business Studies.

The relationship between the three is that Language is seen as a tool, formal teaching of which is phased out at the end of Year 2. In the early stages European Studies provides an analysis of the European environment and the Business Studies element an analysis of Business Discipline and Functional areas. In the final year these two strands are combined to analyze European Business problems.

Selection criteria have been carefully defined in terms of G.C.E. and Baccalauréat results, and provision is also made for admitting candidates who do not possess the minimum formal qualifications if it is judged that they will be able to complete the course successfully - a measure designed in particular with mature students in view. The specially designed selection procedure takes the form of attendance at a full-day "*selection conference*" comprising discussions with staff, written tests of various kinds, monitored group discussions and tests of linguistic competence.

Currently almost 200 students are pursuing the course, though ample provision has been made for transfer to other related degree courses if a student should feel ill at ease in the "*trans-cultural environment*".

In order to ensure the necessary degree of permanent coordination, a joint Board of Studies, formed of staff and students from both institutions, meets alternately at Reims and Middlesex at least once

a year to review problems of maintenance of course structure and standards, and admission of students. Joint meetings of staff from both institutions, representing all the major subjects of the course, continue on an ongoing basis. Syllabuses and booklists have also been prepared jointly. The two institutions have agreed on exchanges of staff between the two centres for teaching and research, and secondment of staff has already begun, though the administrative and particularly financial constraints are considerable.

The teaching itself is synchronised by the exchange and agreement of study plans and lecture outlines between British and French staff before the start of each subject, and course leaders exchange timetables, thus ensuring that the same amount of time is devoted to each subject at both institutions, that the topics within it are balanced in the same way and that there is compatibility of teaching methods. Monitoring and tutoring are given high priority.

The Examinations Board for the course is chaired by the Polytechnic course leader and includes staff from Reims and Middlesex and external examiners from France and Britain. All formal examination papers consist of the same questions in French and English used at both centres simultaneously, and students may answer the questions in either language.

To ensure comparability of students' performance at examinations, examination scripts are marked by both English and French staff to an agreed marking scheme. Scripts are then exchanged and double marked and a final mark agreed.

Close cooperation on all these matters is naturally expensive. But, to use MERCEREAU's expression, this is the price which it is necessary to pay for building Europe (58) !

The Middlesex-Reims programme has been dealt with in some detail here, but no apology is made for this. Anyone who has spent an evening with a twenty strong group of the staff members from both institutions ("fresh" from a ten-hour examiners' meeting and with another such marathon ahead the next day), cannot fail to be impressed not only by the hard work and enthusiasm of all concerned, but also by the high academic credibility of the programme which has been evolved.

Project 76/12 :	Liverpool Polytechnic - Technische Universität Hannover
	Contemporary British/German Institutions

The main element in this joint programme's rationale is that, in the view of its authors, "*although many courses offer a theoretical or discursive study of foreign institutions, students rarely have the opportunity to test their theoretical knowledge against practical reality*" (59).

The course has a duration of two semesters. In Liverpool it is taken

by students in the third year of the B.A. degree in Modern Language Studies and forms a modified version of the present 3rd year course in the "*Development of Modern Germany*". In Hannover the course is offered to students interested in British area studies and earns study credits in the progress towards the Staatsexamen. Liverpool students spend the first Semester in Liverpool and the second in Hannover ; Hannover students the first Semester in Hannover and the second in Liverpool.

In the first semester, using what is termed a "macro" approach, students are acquainted in theoretical terms at the home institution with the development and structure of selected contemporary institutions in their target country. In the second term, spent at the institution abroad, the so-called "micro" approach is applied, students now being confronted with local case studies and invited to compare and contrast their empirical observations with the theoretical models established in the first semester (60) ; these projects are supervised by staff members. Students studying at the host institution are required to take part in the course being held for the students of the institution concerned, (i.e. their first term programme as outlined above), who will, in the following semester, be studying abroad. This is designed to afford students the opportunity to reflect on the institutions of their home country and to bring in their knowledge and experience for the benefit of the students from the host country. Examples of project titles at present under discussion are the education system in Britain followed by a detailed analysis of the comprehensive system in Liverpool ; the press, trade unions, local government and the legal system.

Notwithstanding the wider national academic awards for which the students are working, the two institutions are considering the feasibility of awarding a joint diploma to mark students' successful completion of the proposed courses in British/German institutions, though full integration of entire degree courses does not at present appear feasible.

The subject of this particular programme makes close connections with external bodies a matter of paramount importance. And here, too, significant progress has been made. Thus the Lord Mayor of Hannover participated in one of the programme's recent planning meetings, and agreement has already been reached in principle that the city will help in the following ways :

(a) by offering Liverpool students as a group informational meetings on central aspects of Hannover life, e.g. visits to a council meeting, to the town hall, to the Law courts, to people with responsibility for major public service operations (transport, etc.) ;

(b) by assisting individual students with contacts and information relating to their chosen project theme ;

(c) in the longer term, by allowing students (particularly those with business studies as one of their options) to work for brief periods in offices of the City administration.

Finally, the programme is notable for having given rise to a number of "by products" in a relatively short time. As stated in the project

directors' report for 1976/7, in the course of the programme additional aspects in the co-operation between the two departments were also opened up by the plan for individual members of staff to spend an extended period at the other institution and by the establishment of a regular exchange of recorded material. The video-tape exchange programme was begun in the winter of 1976 and has so far proved very successful. The video tapes exchanged have covered a wide range of subjects, but are mainly about cultural, political or social events.

Progress on planning and implementing the programme has been impressively swift. Discussions did not begin until the summer of 1975, but the first batch of students have already been taking the course in the 1977/8 academic year, and the essay work which they have produced, on such topics as "*The Irish problem in Liverpool*", "*The development of the theatre in Hannover - state and private finance*" and the "*Education of migrant workers' children*" has aroused considerable civic interest in both cities.

Project 76/8 : University of Essex - Århus Universitet

Western European Politics

This postgraduate course (61) comprises one academic year of course-work followed by a short dissertation, the course year being divided into two Semesters, of which students spend the Autumn Semester at the University of Aarhus and the Spring Semester at the University of Essex (62). After completion of the coursework, students are required to complete a dissertation to be submitted no later than 15th December in the following Autumn. The Autumn term thus commences one month earlier than is usual at the University of Essex, in order to bring the course schedule into line with the academic year at the University of Aarhus, to provide sufficient time for courses taught during the Autumn and to compensate for a delay in studies that could be caused by the fact that students will have to adjust to two different academic environments during the year.

The coursework is to comprise eight one semester components, with four courses during each semester according to the following pattern :

Autumn Semester	Spring Semester
1. Western European Politics : Core Course, Part I	5. Western European Politics : Core Course, Part II
2. Supervised reading course on political institutions and national political developments in Western Europe	6. Optional course on Western European Politics. - Party system in Western Europe/ - Parliaments and Governments in Western Europe
3. The Scandinavian political systems	7. Political Theory (several options offered)
4. Methods and Methodology	8. Dissertation Seminar

One essay will be required for each of the courses and, in addition, the student will write a ninth essay during the Spring semester in conjunction with any course of his choice.

Essay and similar coursework will be marked by the teacher in each course and, as a rule, countermarked by a staff member of the other Department. Students take written examinations at the end of the academic year. Essay marks and examination marks will be aggregated to decide whether the students are qualified to pass to the dissertation phase of the Scheme. Successful students may spend the dissertation writing period at either of the two Departments, each student being assigned a staff member as supervisor for his or her dissertation work.

An interesting system for recognition and certification has been evolved, which is quoted at length as follows as an example of flexibility in such matters :

For Essex students the Scheme is offered as a regular programme for M.A. studies and leads to an M.A. degree. The admission requirement for Danish students is a completed Part One of the Cand. scient. pol. degree. Courses taken in the Scheme are convertible into credits for Part Two of this degree, and Danish students will, furthermore, be entitled either to have their Scheme dissertation counted as part of the coursework for the Cand. scient. pol. or to expand the dissertation into the larger dissertation required for the Cand. scient. pol. Danish students will also be allowed to study for an M.A. degree at the University of Essex (in this case, the Scheme courses would simultaneously count as credits towards the Cand. scient. pol. which requires approximately two additional years of study). For all categories of students who successfully pass Scheme examinations as well as coursework and dissertation requirements, the two Departments envisage awarding a Joint Certificate of Study in addition to degrees awarded by the Universities. This Certificate would state that the degree had been awarded after studies in the Joint Scheme and describe the nature of the Scheme.

Though each department reserves the right to decide whether a student has fulfilled the coursework requirements for its own degree, the partner department will be consulted on a non-voting basis. The Directors and equal number of representatives from each Department are to form a special Joint Scheme Board which will decide whether or not a student has fulfilled the requirements for a Certificate of Study in the Joint Scheme to be issued in conjunction with a degree awarded by either university as outlined above.

As in the case of recognition procedures, flexibility is also much in evidence with the marking scale envisaged. Thus, the model used in other M.A. programmes will be used at Essex, while it is left to Aarhus to decide how such marks are to be converted into its own marking scale for the purpose of assessment. Simple conversion rates are to be established for this purpose. As a rule, both written examinations and dissertations are to be marked and countermarked by one staff member from each of the two Departments, and procedures for the appointment of external examiners have also been discussed.

Selection, too, though considered ultimately the responsibility of each of the participating institutions singly, will be carried out in consultation with one another, beginning with a joint decision on the maximum number of students (if possible, an equal number from each country) to be admitted. Successful candidates will be registered at the University of Aarhus for the Autumn semester and at the University of Essex for the Spring semester.

The language of instruction is English in courses taught at both universities. Danish students studying for a University of Essex M.A. degree will be required to submit essays, undergo written examinations and write the dissertation in English. Those who follow the Joint Scheme only as a part of their studies towards Cand. scient. pol. will be encouraged to use English in written work and examinations (for educational reasons) but will be entitled to submit written work and take examinations in Danish.

The scheme will be administered by a Programme Director at both Departments, with course teachers in both departments meeting at an annual conference at the University of Essex in March or April. Further staff visits are also deemed necessary for the management of the scheme and to provide students studying abroad with counselling by teachers from their home University.

Finally, this is clearly one project which can indeed lay claim to containing a content-related element closely connected with the EEC. Not only is this evident from the course segments mentioned above, but specific contacts with the EEC are also envisaged. Thus students in the Joint Scheme of Study are to participate in a one week's excursion to EEC institutions during the Spring semester, and the attempt will also be made to find students placements as trainees in the EEC administration. Furthermore, the course is to be planned with a view to providing relevant preparation for students who may later wish to take the civil service entrance examination of the EEC.

2. Programmes predominantly based on Staff Mobility

It is perhaps surprising that so relatively few of the joint programmes for whose development the EEC awarded grants in 1976/7 in fact fall under this category. The problems which stand in the way of their development will be analyzed in the next section. Despite their disparity of subject matter, the examples chosen below show considerable similarities of structure. The third of them (76/13 : Dublin-Salford) (63) is additionally significant in exemplifying a kind of transitional model between "*staff mobility-based*" programmes and those involving the production of independent teaching modules.

Project 76/6 : University of Edinburgh - Københavns Universitet
Educational Studies

The structure at which this programme ultimately aims may be characterized briefly as that of jointly planned academic courses involving integrated components taught by members of staff from the other department. The idea for its development arose from an exchange of the Heads of Department made possible in 1975 by a grant under the British Council's Academic Links Scheme. A trial run has already been executed, and initial experience is most positive : the "*academic staff members have widened their experience, the students have gained access to a much wider range of expertise than their own departments could offer alone, and courses have been considerably enriched*" (64).

Specialist areas of study in which the two departments envisage contributing to each other's teaching have been identified as outlined below, the contributions from each institution having been defined in terms of the subject and staff member(s) concerned in each case :

(a) Comparative and international studies in education

including such course units as comparative education, cross-cultural studies, and areas of special study - the United States, the USSR, Western and Eastern Europe ; education and national development in Africa and Asia ; comparative study of education and work-training ; specifically Scandinavian aspects, and European historical aspects of comparative studies ; adult education.

(b) Education of the 16-19 age-group, adult and continuing education

including various aspects of community education, reforms in senior high school and vocational training ; reforms in teacher education for 16-19 age group ; psychology of adult learning ; and comparative contributions relating to Africa, Japan and Latin America.

(c) Assessment and Examinations

including contributions on pupil profiles, problems of interchange and equivalence, didactic models and their relation to assessment, and various comparative aspects of these problems.

(d) Problems of identity, pluralism and international harmonization in education

taking in problems relating to linguistic minorities and interaction of systems in multi-national contexts ; education systems in developing countries ; inter-Scandinavian influences ; relations between teacher education and school development for minorities.

Out of these elements, the Edinburgh group are to construct a programme which could readily be planned into existing courses in the Copenhagen Institute, providing a range of teaching in which much interest has been expressed by students, but which the Institute cannot provide with its own small staff. The Copenhagen contribution could be planned into several courses in the Edinburgh department, in particular the following :

(a) Master of Education (MEd), a three-year part-time degree generally taken by serving teachers. Relevant courses : one-year options in Comparative Education and Adult Education.

(b) Master of Science (MSc) in Educational Studies, a full-time 12-month post-graduate degree course. Relevant courses : options in Adult Education Policies and Structures ; Community Development ; Comparative Adult Education ; Comparative Education.

(c) Diploma in Community Education (Dip. CE), normally a full-time one-year post-graduate course for intending workers in adult education and community development.

Further advantages are also expected to accrue from the programme. Thus those involved who are conducting individual research would gain from British or Scandinavian experience of work in their fields. And since many of the staff concerned could offer lectures or seminars on topics of interest to all the students of either department, and indeed to staff and students outside the departments, this would provide the opportunity for special seminars or lectures bringing together students and staff whose contacts are normally limited. Finally, individual research students working in relevant fields could profitably consult with visiting academics from the other institution.

In the field of their experience so far, the two institutions are convinced that true institutionalization of the staff exchanges is now called for, thus allowing the visiting teachers' contributions to be planned as an integral part of the curriculum well in advance, rather than as special once-off occasions ; and this, they feel, could be done at a fraction of the cost of normal staffing. *"Not only would it be cheap, it would also be efficient ; in a field as diverse as educational studies, specialists in many of the areas are few in number, and could be more widely shared under such a scheme. Even large departments have difficulty in providing the full range of competence in the contributory discipline ; for small departments, this is an effective and economical way of meeting this problem, and on an international scale"*. For this purpose, however, a measure of ongoing financial support will be essential - a major problem encountered by many of the joint programmes conceptually developed under the Scheme, as we shall see in the *"Problems"* section below.

Project 76/23 :	University College Cardiff - Katolieke Universiteit Leuven
	European Social Security Law

Both Leuven and Cardiff wish to develop the comparative study of and research into European Social Security Law with an emphasis upon harmonization within the European Communities. To this end they have agreed, subject to grants being made available, to make substantial contributions to each other's work in this field. The proposed contributions are as follows :

(a) Cardiff will contribute in the fields of social security law and provision of legal services to the following activities of Leuven :

(1) The course in Comparative Social Security Law ;
(2) The undergraduate seminar on Social Security Law ;
(3) Postgraduate colloquia on Social Security Law ;

all these activities involving provision of legal services.

(b) Leuven will contribute in the fields of social security law and provision of legal services to the following activities of Cardiff :

(1) Courses in Law and Welfare (social security) and Legal Services for the Diploma of Socio-Legal Studies ;

(2) A specially arranged colloquium on social security law involving the three Welsh Law Schools (Cardiff, Aberystwyth and UWIST).

The integration of such contributions would involve "*far-reaching modification and adaptation of existing projects*" (65). This process involves careful planning, for in the discussions funded by the EEC grant it turned out that the exact meaning and contents of these subjects vary to some extent. Both social security and the legal services are organised in a completely different way in Britain and in Belgium. Their scope, and the problems to be dealt with, are in some aspects very different. Nonetheless, the planning group has agreed on some common subjects, which appeared to be of interest for both parties. In social security this was for the first year : disability, unemployment, and pensions ; for the second year it was to be : tendencies in the development of the systems, and special rules for particular groups (civil servants, teachers, the military, war victims, etc.). As for legal services, it seemed most appropriate that each department would bring in descriptions of the organization of legal services and legal aid in its own part of the world.

Teaching methods vary, too, but in the pilot programme carried out on the basis of the planning discussions mentioned above, no substantial content (- or method -) oriented problems have appeared to arise :

> "*These experiences were very successful. There was considerable interest and attention on the side of the students, and of staff members of the departments. The guest lectures appeared to fit in very well with the subject of the courses. There was no major difficulty with language, with differences in teaching techniques, or with differences in legal systems and general background*".

Against this background, the medium-term intention is to extend cooperation to other institutions (discussions having already begun), and the long-term one to develop jointly a completely new programme involving student exchange :

> "... *the most valuable course of all to take would be for the students themselves to spend a part of their studies in other jurisdictions. This would be feasible bilaterally as between Cardiff and Leuven but is again warmly supported by the experts in other jurisdictions with whom we have had discussions. There would be implications for the teaching programmes of all the schools concerned, since few existing courses would be suitable for the purpose and new, purpose-designed, ones would have to be made available. Were the resources to be made available, however, it ought to be possible (and, if so, it would certainly be valuable) for a student to spend, say a year reading for what would in effect be a European post-graduate Diploma in Social Law, consisting of the study of Social Security, Labour, Administrative and Legal Services Law, consisting of, say four months at each of three universities selected according to his needs, interests, language skills, etc.*".

In the more immediate future, however, the plan is to consolidate and extend existing activities, i.e. bilateral exchanges of teachers between Cardiff and Leuven on short visits. So far as Cardiff is concerned, the extensions in mind are two-fold :

(a) The institution of an additional, new, course for the Diploma in Law (Socio-Legal Studies) in comparative social security. This would consist of the study in depth of particular topics, such as disablement, retirement, as treated by particular European countries, but focussing primarily upon Belgium and the United Kingdom.

(b) The institution of a similar but more extensive course as part of a new scheme for the degree of Master of Laws by coursework.

Funding is again the main worry, as lack of resources is tending to reduce the length of stay by members of staff below what would be pedagogically desirable, repeated visits of approximately one week's duration at present being envisaged.

Project 76/13 : Trinity College, Dublin - University of Salford

Manufacturing and System Engineering

With the help of the Communities grant in the final stages of production, the two departments have developed a joint lecture programme, consisting of six teaching modules to be integrated into established courses in the area of manufacturing and system engineering at each institution :

(a) The Engineering Undergraduate course subject specializations in Production technology and manufacturing engineering, for example

the Manufacturing Engineering specialization in the Salford Course and the Manufacturing option at Trinity College.

(b) The MSc in Production Engineering Course subjects including Production Technology, Production Management and Salford's MSc in Manufacturing and Systems Engineering.

(c) Students enrolled for the MSc by research, MAI degrees and the Salford Teaching Company Scheme would attend lectures provided by the joint lecture programme as appropriate.

Altogether, some seven staff members have been closely associated with the modules' production, the first three of which have been developed by Salford, the second three by Trinity. The specific subjects covered are as follows (66) :

Module I : Cellular Manufacturing

Group Technology principles, organization of design and manufacture through classification and coding, the total manufacturing system, company appraisal, design of a cellular manufacturing system, control systems, organization for assembly in batch production.

Module II : Computer-aided Design

Typical hardware, design analysis, classification and coding as an aid to design rationalization and standardization, simple computer systems for design, software requirements integration of design and manufacture, cost estimating, economics of CAD.

Module III : Computer-Based Automation of Machine Tools

Numerical control of processes, CNC and DNC manufacturing systems. Introduction to interactive computer programming and graphics, NC programming languages, surface definition, economics.

Module IV : Mini Computer and Microprocessor Systems for Manufacturing Engineering

An examination of the hardware and software features of a range of mini computers and microprocessors including the PDP-11 family, Nova and Interdata mini computers and the DECMPS, LSI-11 and Motorola microprocessors. An examination of system elements for on-line applications in manufacturing industry. Application cost and maintenance provisions. Case study reviews.

Module V : Production Monitoring

Purposes and techniques of on-line production monitoring. Validity in different manufacturing environments. Management reporting alternatives and costs. Interaction of production monitoring systems with maintenance monitoring, stock control and production scheduling. Case study reviews.

Module VI : Interactive Industrial Software

Review of factory information needs in areas of Production Control and Material requirements planning. Bill of materials explosion and interaction with products costing analysis and stock control.

Within the overall context of the degree programmes concerned, the formal academic contact time envisaged for the six modules of this proposed academic link amounts to 60 hours, equally divided between the two institutions. Each module is allocated 10 hours of lecturing time to be covered in 4 staff visits, i.e. 24 visits in all. This means that $2^1/2$ hours of lecturing time will be allocated to each visit, the remainder of the visit time being devoted to seminars, group discussions, demonstrations and practical work as required. In addition it is proposed that there should be four joint meetings during the year to be concerned with the planning, monitoring and examination aspects of the project.

An intrinsic element of the programme is the development and preparation of audio-visual material for each of the lectures, and it is hoped that the audio-visual material developed during the first year of the link will be made available to all the Member States of the EEC.

All the modules have since been presented, both in the framework of academic courses at the two institutions and for representatives of industry, and the success of the programme has encouraged those concerned to repeat it.

The EEC grant has also facilitated the development of a number of other important elements in the academic links between the two universities. Thus agreement has been reached on a 42-hour Salford lecturing input into a Trinity M.A.I. course, links with industry have been further intensified, and the foundations for intensive research cooperation laid.

3. Production of Teaching Modules

Whereas some of the programmes supported, while involving the production of modules, envisage the exchange of specific staff members to teach the units concerned, an example of this being the Dublin-Salford scheme described above, others are concerned with the production of units which can potentially be utilized by any institution in the field. This clearly makes such programmes ideally suited to "*extension*", and all those supported have concrete plans for this. As can be seen from two of the most successful of these projects outlined below, relating to geology and medicine, this form of cooperation is not restricted to any individual subject. Others which submitted successful applications related to areas such as sociology, graphic design and international monetary policy.

Project 76/2 : University of London, Imperial College of Science and Technology - Technische Hogeschool Delft

Engineering Geology

It is current practice in the field of engineering geology to use coursework projects based upon actual or simulated engineering schemes in which specific geological or site investigation data is required to be interpreted in the light of particular engineering proposals (67). Although this method proves successful in that a graded series of tasks related to practical experience can be devised, it does not provide experience in the procedures of decision-making related to opportunities and methods of acquiring data, for the decision on type and quantity of information required for a correct solution, has been made before the student receives the problem. Accordingly the student is deprived of training in that field of decision making which is essential in the practice of engineering geology. To resolve this difficulty, the intention of this project is to produce a graded series of coursework exercises which will simulate real-life conditions during the investigation, construction and operation of engineering projects. The project is thus analogous to the development of a "*business game*" but applied in this case to engineering geology.

The coursework material thus produced is to be used in existing degree courses at Delft and Imperial College, with a longer-term intent of co-operation with other institutions of higher education. At Imperial College, an M.Sc. degree course in Engineering Geology has been in existence since 1964 and attracts students from many countries, including those of the EEC. A 3rd year option in the subject is also available to students taking their first (B.Sc.) degree. At Delft, this specialization was introduced in 1976 (the Imperial College Project Director being closely concerned in its implementation).

At the present time approximately six hours per week are devoted to coursework training at Imperial College and it is also intended that six hours per week should form part of the curriculum at Delft. The

coursework exercises produced under the EEC Scheme are to occupy periods from about three hours to a complete week. These exercises are being devised in such a manner as to be of general applicability to training courses of comparable level in other institutions, as well as in industry, and it is intended, after appropriate trials, to make basic coursework sets generally available. If the pilot projects prove successful it is hoped that more elaborate exercises will eventually be developed collaboratively with other institutions.

In the first instance, some six modules are being or have been developed, relating to :

(a) different types of engineering schemes such as dams, reservoirs, tunnels, slopes, roads, foundations and so forth ;

(b) different stages of engineering development such as investigation, construction and operation ;

(c) different techniques of investigation, sampling, testing and instrumentation ;

(d) different geological, topographical and climatic conditions.

The chief elements in the preparation of the modules are as follows :

(1) design of the rules of the game ;

(2) preparation of the data bank required for play ;

(3) conducting and monitoring pilot exercises ;

(4) publication of results of the pilot exercises ;

(5) dissemination of sets for the game.

In order to test the units' efficacy, joint evaluation of exercise results will be required. Units of measurement adopted in preparing the data bank will be acceptable throughout the EEC. Initially data will be in English but presentations systems will be designed to allow for a later multilingual facility.

Approximately two years were expected to be required for the initial development of six such projects, and in fact this "*timetable*" has been fairly accurately adhered to. Full trials will then probably take a further year. It is intended to relate at least two of them to actual areas within Europe so that aerial photographs, and possibly published data, can be used. Other student work would be arranged to provide such data. Once this initial two-year phase of project development has been completed, a further phase is to be related to the identification of one or more extended areas within Europe which could be used as models for more elaborate projects, thereby providing the possibility of increasing the coursework period up to a week and introducing the opportunity of field-based projects. By this time, it is hoped that some of joint choice of study areas could be encouraged between several institutions.

Already, Imperial College and Delft have laid plans for making the project known to other institutions which may be interested in becoming involved. Thus results of the initial trials will be published in appropriate journals, and a report on the project is to be delivered at a major forthcoming international conference.

Project 76/27 : University of Glasgow - Universität Ulm - (Universität Düsseldorf) - (Universität Mainz)

Anaesthesia

Originally conceived as a quadripartite venture, this project (68) has so far proved highly successfully on a bilateral basis between Glasgow and Ulm. It consists of the interchange of audio-visual teaching materials on the basis of appropriate adaptation and translation with a view to creating better uniformity of teaching techniques and standards between the countries concerned. This in turn is regarded as a practical contribution towards facilitating movement of trained anaesthetists in the light of Community policy on freedom of establishment of doctors.

The Glasgow audiotape-slide programme relates to Clinical Physics and Measurement for anaesthetists. Two trials of the effectiveness of the materials have already been completed and a third trial has been commenced at Glasgow. At Ulm, also, a number of tape-slide programmes have been completed over the last 4 years, intended in particular for staff training purposes in anaesthesia, but also for nurses, medical students, emergency medical technicians etc.

In his contribution to the original application, the designated project director at Düsseldorf stressed both the rationale and the innovative nature of the proposed joint programme as follows :

"*The use of tape-slide series as teaching aid for instruction of individuals and small groups is an important advantage considering the rapidly increasing body of knowledge and the shortage and overburdening of the teaching staff in medicine. Especially in anaesthesiology, the basic principles of clinical management and the clinical application of the basic sciences physiology, pharmacology and particularly physics, are very well suited for short tape-slide series.*

In Germany this valuable teaching aid is practically not used for teaching physicians. Only the Department of Anaesthesiology at the University in Ulm started tape-slide teaching for nurses in intensive care.

The planned co-operation between the Glasgow Department of Anaesthesia which has a considerable experience in this new field and the Institut für Anaesthesiologie at the Universität Düsseldorf, Mainz and Ulm would give the essential starting impetus to improve the teaching in medicine for physicians, students and nurses" (69).

In the course of the planning discussions, various differences in the teaching emphasis of the two (Glasgow, Ulm) departments were encountered, resulting mainly from the predominantly postgraduate orientation of the one (Glasgow) and greater involvement in undergraduate programmes at the other. Such differences in practice in the countries concerned meant that simple direct translation was found to be inappropriate. But although the overall work of modifying and translating a programme turned out to

be considerable, it was not as great as that for preparing a completely new programme, and indeed the work itself was felt to be valuable in helping to identify differences of practice. Studies of this type are seen as essential if common standards of teaching are to be achieved between the EEC countries.

Progress on the project has, in fact, been extremely swift. Concrete discussions began in February 1977, and the following programmes were agreed upon as being suitable for adaptation and translation :

University of Glasgow

1. Humidity I
2. Humidifiers
3. Blood pressure
4. Measurement I
5. Blood pressure measurement II
6. Measurement of PH and CO_2
7. Measurement of CO_2 in gas mixtures

Universität Ulm

8. Kardiopulmonale Reanimation (resuscitation) I
9. Kardiopulmonale Reanimation (resuscitation) II.

By May 1978, six of the nine programmes had been processed and were ready for use, at the partner institution, and production of the other 3 (numbers 6, 7 and 9) was well under way. To prove the point, the institutions even submitted one of the impressive completed programmes to the Commission along with their report. Was it by coincidence that it was concerned with blood pressure ?

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4. Cooperation on "Joint Projects"

The "*joint project*", on which students from each participating institution work together under supervision (and subject to assessment) by a similarly mixed group of staff, has emerged as a type of joint programme particularly suited to the needs of subjects in which practical experience of problem-solving, preferably in at least one country, plays an important rôle. The actual "*contact time*" on the projects supported in 1976/7 varies considerably, but in many cases it is longer than that in the case of, say, staff exchange-based programmes. Particularly when the preparatory courses and subsequent write-up periods are taken into consideration, as indeed they must be since they form an integral part of the project, several schemes have already passed or are approaching the 3-month period specified by the EEC as the aim in view.

Two such projects, in interior design and regional studies, are cited below, and two other "*joint projects*" whose development was supported by the EEC in 1976/7 also belong to the same general domaine (architecture, urban planning).

Project 76/14 City of Birmingham Polytechnic - Technische Hogeschool Delft

Interior Design

At the time of application for EEC support, the two institutions had been co-operating for two years in the presentation of joint projects for their students of interior design. This co-operation is intended to establish a better understanding of the approach to design methods and interior building techniques in the United Kingdom and Holland. Joint projects to be studied by students in both countries are set alternately by each group of staff, and the "*home*" students begin work prior to arrival of their foreign counterparts in order to lay the foundations for the ensuing work in binational pairs. Staff and students are brought together on completion of the project for joint criticism of the work performed and the visiting students then take the opportunity to study the design of buildings of historic and contemporafy interest in the host country.

Apart from facilitating discussions on the possible inception of a 3-month student exchange scheme, the EEC grant enabled finalization of details on a specific 21/2 month joint project to be carried out, during 6 weeks of which there was direct participation by 12 students from Delft. For this project, there was an actual "*client*", a gentleman from London who had recently bought an old building in Charlotte Street to be converted into three Italian restaurants seating altogether 600 people. Close co-operation was therefore necessary both with the client and his architect.

The project (70) started with visits both to the specific building concerned and to other spaghetti restaurants owned by the client, followed by a meeting with the architect, the structural engineer and the quantity surveyor about the technical problems as well as the building regulations

of the Greater London Council. The Dutch students then worked side by side with 6 Birmingham counterparts to prepare interim proposals, which were criticized at the "*half-way stage*" of the project by a mixed panel comprising staff from both institutions, the client and his architect. In the light of their comments, the students then developed their ideas further for final assessment on termination of the project by the same panel. The students' results were most satisfactory, and some quite outstanding. The English students then went on a study sketching visit to East Anglia and 3 students from Delft accompanied them, one of whom stayed on to work in the offices of an architect.

A similar project was carried out in the following term in Delft, with Dutch "*future architects*" and English "*future interior designers*" working in pairs to prepare design proposals for converting old buildings into a showroom and museum of porcelain products.

Project 76/20 : Universität Bochum -
Université des Sciences et Techniques de Lille
Geography (Comparative Regional Studies)

Students on this joint project (71) which will be a recognized unit of study at both universities, will carry out comparative and practice-oriented studies on selected aspects of applied geography in Northern France and in the Rhine-Ruhr industrial area in Germany. The first joint project is to take place in the autumn of 1978, following intensive discussions over the past eighteen months made possible by the EEC support.

Careful attention has been given to integrating the programme both in terms of content and teaching methods into the two institutions' courses, and indeed experimentation with the "*project*" form of study is seen as an important objective in itself. Another is the improvement of employment prospects of the students concerned. The discussions mentioned above, in which both staff, students (72) and external bodies such as regional planning authorities in Northrhine-Westphalia have been involved, and which in themselves are seen as having provided important pedagogical insights, led to the selection of topics in the sectors of industrial geography, (e.g. the reutilization of exhausted open-cast mining areas for industrial or non-industrial purposes), the geography of tourism and applied physical geography (e.g. examination of the ecological conditions for recreational areas close to urban centres) as being the most suitable for the joint projects envisaged.

Exchange and purchase of written and graphic documentation, discussion of modalities for the utilization of modern media such as aerial photographs and films, and detailed site visits followed, these being considered vital corollaries of the basic agreement to be reached on academic content, pre-project preparation, timetabling and logistics.

Apart from the lengthy theoretical studies preceding the "*contact phase*" itself, the following formula has been worked out for the first project

which, as will be seen, in fact comprises several joint projects rolled into one :

1. 29.9-4.10.78 : Excursion by students and staff from both institutions to Northern France to provide students with an overview of the region in practical terms, thereby substantiating previous theoretical study ;

2. 5.10-10.10.78 : excursion by staff and students from both institutions to Rhine/Ruhr area ; 7 students and 4 members of staff from Lille will participate. 3 of the 6 days will be devoted to a general overview of the area, three to a detailed introduction to the topics for joint study (see 3. below) ;

3. 11.10-11.11.78 : three Lille students remain in the areas of the Rhine/Ruhr region chosen for detailed study, accompanied by their Bochum counterparts (73) ;

4. 11.11-11.12.78 : two Bochum students accompany their Lille counterparts to the areas in Northern France on which their detailed project work is to be carried out ;

5. Winter 78/79 : one French student comes to the Sauerland (a winter sports area, some 90 km. away from the industrial belt) to work with a counterpart from Bochum, as soon as enough snow has fallen (!) ;

6. Summer 79 : one (possibly two) Bochum student(s) come(s) to the Côte d'Opale to work with a French partner.

The first phase of the project is to be evaluated at a joint meeting towards the end of November 1978.

5. Programmes related by virtue of discipline to the development of the European Communities

As remarked upon in the "*classification*" of programme types at the beginning of the present chapter, the criterion of including "*an element, in the discipline or area of study concerned, that is related to the development of the European Community*" (74), might almost be termed a common factor of the programmes supported under the terms of the Scheme in the 1976/7 year. Many programmes are concerned with studying common problems of the Community as a whole, be it in the field of diseases apparently giving rise to 90% of its citizens' bad teeth (76/26), of developing facilities in its problem regions (76/20), or of the poor design of the produce which fills its shops (76/9). Others, as we have seen, can make a good case for relevance to Community development in relation to promoting freedom of movement of personnel (76/27) or, in more general terms, in producing graduates with professional qualifications making them ideally suited for work in more than one country or in the services of the Commission itself. And another still (76/16) seeks to demonstrate at length the ways in which its objectives correspond to those underlying the Community's Action Programme for Education.

But there are, of course, programmes which are more directly concerned than others with a theoretical study of the process of European integration as such. One striking example quoted at length above is that of the Essex-Aarhus course in Western European Politics, which not only makes political aspects of that process a subject for analysis, but also comprises study visits to (and trainee placements within) Community organizations. Similar visits are included in other programmes, too, notably a joint seminar programme arranged by Kingston Polytechnic and the University of Grenoble II. The planning of such visits was in fact one of the points subjected to critical review in the evaluation of previous programmes undertaken with the aid of their EEC grant by the University of Exeter, the Ecole Nationale de la Santé, Rennes and the Institut Inter-Universitaire Européen in Marcinelle (76/17) :

> "*There have been short visits to the visitors' section of the Commission in Brussels when the Exeter student group was at Marcinelle. Whilst the visits were useful from the point of view of general information gained, this provision needs to be critically reviewed in future, since it has so far been pitched at too low a level for the visiting group. It is important that those engaged in University studies of European Social Policy should have the opportunity of discussing at a fairly high level of abstraction, the development of that policy on the occasion of a visit to the Commission in Brussels and not simply to be the recipients of general information suitable for people unaware of the work of the Commission*" (Exeter report).

Political integration and social policy (the Cardiff-Leuven courses in European Social Security Law are another case in point) are only two of the aspects of Community development examined by the programmes supported. Several of those in Business Administration (notably 76/21, 76/22) include components on European Commercial Law and the like ; the proposed "*DIDSOL*" project (76/16) had as one of its objectives the imparting of "*knowledge and understanding of the part played by supranational and international agencies in influencing the nature of the human environment in Western Europe*" (75) ; and one of the

key elements in the envisaged Kiel-Paris IX (Dauphine) link 76/15 relates to monetary integration within the Community.

All the programmes cited in the preceding paragraph fulfil the discipline oriented "*European integration*" criterion. But equally, all of them would have been eligible for selection on other counts too, irrespective of their course content.

If, therefore, this is to be retained as a criterion in future years - and there are plausible political reasons for doing so - then the 1976/7 evidence is that flexibility and imagination are called for in interpreting the many different ways, not all of them strictly content-related, in which programmes can be "related" to Community development.

CHAPTER IV - PROBLEMS AND SOLUTIONS

For the purposes of discussion, the problems encountered by the institutions of higher education in building up the joint programmes funded by the EEC in 1976/7 may be divided into six main groups:

1. academic problems ;
2. administrative problems (including numerical limitations) ;
3. problems of social adjustment ;
4. linguistic problems ;
5. problems of motivation ;
6. financial problems.

This list is not arranged in descending order of importance. As we shall see, the sixth is ultimately the greatest stumbling-block of all. But as it relates to many of the others, it will prove convenient to discuss these first.

As far as the solutions to these problems are concerned, it was one of the purposes of the examples chosen for closer examination in the foregoing section to demonstrate in context some of the most successful approaches. These will not be reiterated here, but complemented by reference to other strategies which seem particularly worthy of mention.

IV.1 ACADEMIC PROBLEMS

1. The general context: disparity of courses

> *"Given the very different procedures adopted in the four countries for first-degree course planning, the amount of 'overlap' between existing courses and course components was quite limited and difficult to extend or modify ex post facto. The will certainly exists to proceed on the basis of extension of existing ad hoc arrangements and concrete plans were agreed for implementation within this area, but there is not, with the best will in the world, a great deal of room for manoeuvre."* (76/29).

In order to establish any type of joint study programme as defined by the EEC Scheme, some reconciliation of courses which differ as to their structure, content and didactical approach is almost bound to be involved. Such disparity of courses affects the different types of programme in different ways. For example, it may pose problems as regards achieving the necessary degree of academic integration of students from abroad, make reciprocal staff exchanges difficult in view of the specializations concerned, reduce the opportunities for building in teaching modules produced elsewhere, or present a major obstacle to formulating common objectives for joint projects. But in one way or another it is a problem common to them all.

In some cases, the disparity may be of a "*structural*" nature. One and the same subject may, for example, form part of first degree studies in one department and further degree programmes in another :

> "*Differences of teaching systems were noted during the preliminary visit. In particular the University Anaesthetic Departments in Germany were more closely involved in undergraduate teaching than postgraduate teaching. As yet there is no postgraduate exam for Anaesthesia in Germany and this could account for this difference in teaching emphasis.*" (76/27).

Here the programme concerned involved the production/adaptation of teaching models, but the problem affects other types of joint programme also. Thus Middlesex and Reims (76/22) make mention of "*the difficulties students encounter in dealing with the less structured learning system such as the British, or a more structured learning system such as the French*", and a similar structural dilemma presented itself in terms of courses in Britain and Italy:

> "*The difference in organisational structure of British and Italian universities, at both the undergraduate and graduate level, render any simple and straightforward exchange of either teachers or students impossible.*
>
> *At the undergraduate level, the methods, requirement and periods of instruction differ profoundly. The undergraduate courses in social sciences at Essex are designed as an integrated whole and taught by an intensive method requiring full-time attendance by students ; whereas at Florence the teaching is structured around monographic courses, attendance is not obligatory and no full-time requirement exists, so that no time limit is set for completing the degree scheme. (...) Given these differences, it would be difficult for either students or teachers to fit easily within the normal teaching structure of the other university.*
>
> *At graduate level there are even greater differences, the major one being the existence in British universities - and at Essex in particular - of taught structured graduate courses for M.A. and Ph.D degrees ; whereas no such formal teaching structure or required attendance exists in Italian universities at the graduate level.*" (76/10).

However, such differences have not made the institutions concerned despondent. On the contrary, they consider that if properly identified and recognized, they can in fact provide actual opportunities for organized mobility and that consequently "*considerable benefits are to be derived from an exchange scheme*". Thus "*where British undergraduate students could not easily fit into Italian courses, graduates in the social sciences are finding an increasing need to compare their own theory and research with developments on the Continent. Students in the large graduate social science courses at Essex are particularly concerned with such problems.*"

And at first degree level the picture is not altogether bleak either :

> "*In Italian universities, students in the final stage of their undergraduate career, for which they are required to write a dissertation, and research students in their early years, have regular need to acquire research techniques, as well as to pursue substantive studies. Both these needs are often more easily met in foreign, particularly British universities. This applies in particular to the social sciences (including economic and social history).*"

Another kind of structural problem is presented by the growing interdisciplinarity of courses : where this applies to both institutions, the precise 'mix' is likely to differ somewhat at each ; and where it only applies to one participating institution, the problems are scarcely less severe :

> "*Sheffield City Polytechnic had severe problems here in that their courses are characteristically inter-disciplinary and multi-disciplinary. It was impossible to insist on all students on a wide variety of courses having to undertake foreign placement (...). In these circumstances much careful detailed planning and negotiation would need to be done. The programme of bilateral discussions which would be followed immediately after the conclusion of this meeting would allow a start to be made.*" (76/29).

Differences in course-content also abound. Thus the study of "*modern institutions*" may be compulsory at institution A but not at institution B (76/12), and the subjects required to have been studied by future teachers may vary considerably (76/16).

And even if there is a broad harmony of content, the didactic approach may be quite different :

> "*Teaching Techniques vary enormously between British and Belgian universities. Whereas British universities put more stress on personal contact with small groups of students, Belgian universities tend to follow the traditional pattern of teaching large classes of students.*" (76/23).

To overcome such problems as these demands considerable flexibility on the part of all concerned. The evidence is, however, that whether they like it or not, those desirous of establishing joint programmes often find their hands firmly tied. As MASCLET puts it, "*the growing rigidity of university curricula creates (...) immediate and (...) serious obstacles, which hinder the development of mobility by narrowing the choices open to the student.*" (76). This view is borne out by a number of EEC project reports. To quote two such examples, one from the Federal Republic of Germany, one from France :

"Considering the way our examination regulations are hog-tied by framework regulations of the Standing Conference of Ministers of Education, by legislation enacted at Land level and various other governmental decrees, there is no point trying to plan joint full-length degree courses of the kind mentioned in 3(a) (of the EEC Scheme description) between universities in Germany and elsewhere, at least in the area of engineering ..." (76/5) (77).

"Professor (...) and his colleagues, while endorsing unreservedly the principle of such exchanges and accepting that considerable benefits would be derived from them by the students, pointed out a number of features of the French system of Higher Education which might make any large-scale application of the principle a matter of considerable difficulty. The features most likely to prove troublesome were those related to the legal requirements on French universities to ensure that their students passed through the 3 cycle system according to a rigid timetable and with specific examinations to be passed at a number of fixed points. It seemed very unlikely that the system as it operates at present can develop sufficient flexibility to permit students, other than those enrolled for language degrees, to spend time at other institutions outside France during the first 2 cycles of the degree (DEUG, Licence). Only the 2nd part of the 2nd cycle (i.e. the year of Maîtrise, the 4th year after enrolment) would allow students the necessary latitude to undertake a semester or academic year of study abroad. There might however be enough flexibility in the system in the earlier cycles to permit students to go on short attachments (4-6 weeks) in some cases. Such short attachments might also be possible for IUT students." (76/29).

Another specific manifestation of such rigidity is that of the introduction of *"standard durations of study"* at German institutions in the wake of the 1976 Framework Act for Higher Education. This is giving rise to considerable anxiety in Germany that unless an adequate period of time for study spent abroad can be considered as outside the scope of such Regelstudienzeiten (73), students' willingness to gain academic experience abroad may decrease still further, though the same goal could in fact in the longer term be achieved by developing fully integrated joint programmes (79).

Within this overall context of initial disparity of courses, we must now glance at some of the more important elements in establishing a joint programme which may give rise to problems of an academic nature. For this purpose the logical course would appear to be a chronological one, beginning with selection and admissions and taking in the preparation of students, academic counselling and the monitoring of students' progress, assessment and examination procedures, certification, validation and equivalence.

2. Selection and remedial courses

With regard to selection of students for joint courses, problems of two kinds present themselves, the first purely educational, the second to a large extent institutional. The educational one referred to is that of the disparity of secondary educational systems in the countries involved, which are bound to give rise to a difference in the type (not necessarily overall level) of qualification which students possess at the outset of a joint programme. G. W. EARLS, project director at Middlesex Polytechnic in that institution's link with the E.S.C.A.E. of Reims, describes this difficulty as follows:

> *"The difficulties of incompatibility between educational systems are not solved with the choice of final qualification offered by the course. Differing school systems may offer school children very different possibilities of specialisation at different ages ; the British school child, for example, may opt out of mathematics, a key subject, at a much earlier age than his French or German counterpart ; a very different stress is laid upon oral proficiency in the study of foreign languages in the differing systems. Most courses need to devote a certain initial period to bringing the different sets of students to the same level of proficiency in the basic subjects before the course proper can get underway. If the final standards of joint programmes are to be comparable to other courses being offered in these countries, the implications are that the joint courses are liable to be far more demanding."* (80).

The Middlesex-Reims formula for solving the problem has been described in detail in Chapter III above. Suffice it here to say that several project directors mention this as a practical problem (at least at first degree entrance level), despite the agreements on formal equivalence of admissions qualifications (81).

Before *"remedial action"* can be taken, however, the students must first have been finally selected from among eligible applicants. Here we encounter the more institutional problem. For in many higher education systems, selection of students is one of the most cherished rights of institutional autonomy. And even in systems which *"guarantee"* all eligible home country nationals the constitutional right of admission, selection of foreign students may still, as in the Federal Republic of Germany, be the responsibility of the individual institution. Understandably, it is a privilege which institutions are loath to renounce, particularly as doing so may, under certain circumstances, exacerbate the already considerable problems of having a programme fully validated. Policies adopted to circumvent this problem vary. For example, Dijon and Pforzheim accept the students suggested by the partner institution, but reluctance of the Polytechnic of the South Bank to accept a similar arrangement without itself at least interviewing the students caused a more flexible paragraph to be included in the quadripartite agreement under project 76/21 :

"Each sending institution shall determine the eligibility of applicants from the sending country in accordance with the criteria laid down in the respective Bilateral Agreements."

Some kind of joint selection procedure appears in most cases to be the formula eventually adopted, as in all three full-length first and postgraduate degree programmes (76/1, 76/8, 76/22) described in the previous chapter.

3. Preparation for Study Abroad; Monitoring and Counselling

Once selection procedures have been agreed upon, many project reports (notably 76/12) stress the need for careful preparation of students before they leave for their stay abroad, including such elements as supplementary language-teaching, introduction to the study-methods of the host institution, preliminary reading-lists and so on. One method suggested by the institutions participating in project 76/29 (Sheffield-Aachen-Turin-Bordeaux) was that provision should be made for "*enabling students to sample the course components offered at host institutions by means of audio or audio-visual (video) recordings of lectures and seminars and invitation of teaching staff from these institutions*" who should be invited to give guest lectures/seminars of an appropriate kind in or around the courses the future exchange students are following at their parent institutions. Such suggestions, of course, are not without their financial implications, as will be discussed later in this section.

The same applies to the various measures suggested for ensuring adequate monitoring and counselling of students during their stay abroad. Despite their trust in the host institution's arrangements, most home institutions consider it part of their obligation to their students (quite apart from formal involvement in their continuous assessment) to keep close contact. The precise structures adopted usually consist of visits by home institution staff, one specific staff member often being permanently nominated for the execution of this task, and/or appointment of host institution tutors with special responsibility for the students concerned. Conversely, Hannover and Liverpool (76/12) also involve senior visiting students in the counselling of their host institution counterparts.

4. Assessment and Examinations

Like selection, assessment and examinations are again one of the key prerogatives of the individual institution in many systems (82), and it is significant that EARLS sees this as one of the touchstones in the establishment of fully integrated joint programmes. Distinguishing between "*loose*", "*symbiotic*" and "*synergistic*" relationships between institutions involved in such programmes, he sees the "*loose*" relationship as being characterized inter alia by retention of assessment responsibility by the student's home institution (in the case of student mobility) and non-involvement of visiting staff in assessment matters (83). Where the relationship

is "*symbiotic*", responsibility for assessing the visiting students is delegated to the host institution, while in the case of "*synergistic*" patterns, examinations and assessment, in common with all other aspects of academic planning, are a matter for joint responsibility of both or all institutions participating (84). Consequently, one of the uses to which Middlesex and Reims (76/22), a paradigm of the synergistic relationship, put their EEC grant was to overcoming "*the difficulties of harmonising the British and French approaches to continuous assessment and the problems in arriving at a common understanding of what is required*"; and the necessity for arriving at a coordinated marking system is stressed by many other reports also, notably 76/1, 76/8, 76/12, 76/21,76/30, 76/31. The solution arrived at by some of these have been described in the "Examples" section above. As in the case of selection, cooperative structures have in many cases been evolved.

This is also true of examinations themselves, though the degree to which examiners from the partner institution are involved varies. In some instances their rôle is consultative. Thus the "*Agreement*" between the Fachhochschule Pforzheim and Leeds Polytechnic, pursuant to the quadripartite convention involving, in addition, the E.S.C.A.E. in Dijon and the Polytechnic of the South Bank (76/21), provides that :

> "*each receiving institution shall be responsible for the testing and evaluation of the students and shall arrange for the students to take the examination papers as laid down in the relevant appendices. As part of the final examination, each student shall be given an oral examination on the whole course. The sending institution shall be invited to nominate a representative to sit on the oral examination board and the board shall give due consideration to the comments made by the representative before final marks are awarded.*"

The corresponding "*Accord*" concluded by the University of Paris I and King's College London (76/1) prescribes participation of two staff members from the visiting students' home institution in the evaluation of examination papers, and Middlesex/Reims (76/22) and Essex/Aarhus (76/8), as we have seen in the previous section, have also adopted joint procedures, though for the purposes of awarding the CNAA - validated B.A.Hons.Degree - a Middlesex staff member formally chairs the Examiners' Board.

Specific elements in the examination systems of the participating institutions may also give rise to problems, though seemingly not insuperable ones, a case in point being the need to reconcile the Danish "*censor*" and British "*external examiner*" patterns in the case of the Essex/Aarhus programme mentioned in the preceding paragraph.

5. Certification and Validation

If study in the context of a joint programme is not to be considered a mere luxury but to have some tangible "*reward*" in academic and occupational terms - and there is clear evidence as we shall see in the "*motivations*" section below that students are becoming increasingly unwilling to study abroad unless they see some such advantage in doing so - then the problem of certification assumes considerable significance. Indeed, a recent OECD study comes to the conclusion that certification is likely to become even more rather than less important in the years to come (85).

The need to find a viable solution is clearly appreciated by the departments concerned in establishing joint programmes, as evidenced inter alia by the reports on projects 76/1, 76/8, 76/12, 76/16, 76/21, 76/22, 76/29 and 76/31. The problem facing them is really two-fold:

1. to what extent can the joint programme lead to the award of an officially recognized national qualification (or even the award of a qualification from both/all countries participating)?
2. should joint certification be envisaged, by means of creating a new qualification?

Of the joint programmes implemented or about to be implemented at time of writing, no single common pattern of solutions emerges. Thus the four institutions participating in project 21 have opted for a new joint certificate only, whereas London-Paris (76/1) and Middlesex-Reims (76/22) have both preferred to award their respective national (86) qualifications without an additional international one. The "*DIDSOL*" project directors (76/16) had also decided that this was, at least in the short term, the only feasible solution (despite the original aim of creating a joint Anglo-Dutch award) when the project was placed in cold storage, and Liverpool-Hannover (76/12) seem to be coming to similar conclusions. Essex-Aarhus (76/8), on the other hand, are actively considering awarding both a national and international qualification, and this is, incidentally, the solution already implemented by the Fachhochschule des Saarlandes-IUT Sarreguemines project being developed - so far - outside the EEC Scheme. Despite this disparity, however, one solution is conspicuous by its absence : in not a single instance has the decision been taken to award only an international qualification in the case of a first degree programme - a clear reflection of the recognized need to provide a tangible reward, particularly in employment terms, as mentioned above.

Clearly the problems encountered by institutions with regard to questions of certification are closely intertwined with what one project calls the "*the intricacies of mutual validation procedures*" (87) (76/29), the conclusions reached by this particular project being decidedly gloomy :

> *"CNAA validation procedures, from the British side, create a real obstacle (though not utterly impenetrable (88)), but even among the other partners, with their relatively greater academic autonomy, student exchange is severely inhibited by existing procedures."*

And Didsbury-Utrecht had the same problems:

> *"Such an aim of establishing an international or bi-national qualification always depended on the ability and willingness of the two validating bodies (CNAA and Rijksuniversiteit Utrecht) to issue joint validation of an award. Technical difficulties were known to exist, but the differing concepts of what constitutes a degree programme now appear to rule any joint validation out of court."* (76/16).

The validation element involved in the establishment of joint programmes serves to highlight once again the overall context, i.e. the attempt to reconcile different educational systems for the purposes of joint enterprise. Thus where authority for validation lies with the individual institution, as in the case of the university sector in the United Kingdom, fewer problems are likely to be encountered than in the situation where external bodies, be it academic peers of ministerial authorities, are involved in the validation process. Another important factor is the degree to which the titles of qualifications are *"protected"* by law : where such regulations are tight, validation may well be more difficult to come by (or, at best, a lengthier business). Since the United Kingdom, at least as far as the university sector is concerned, is flexible on both counts, this may be another of the factors accounting for the relatively large number of British institutions participating in the EEC Scheme (cf. Chapter I above).

Problems of validation should not be minimized. In practice, they may be a significant deterrent from embarking on the task of setting up joint programmes. However, experience shows that they are far from insuperable, provided that the programme is presented as cogently as possible.

6. Recognition and Equivalence

Over the past dozen or so years, it would probably be a fair assumption that more eloquence and printer's ink have been expended on questions of recognition and equivalence than on any other single aspect of international cooperation at the tertiary education level, not to mention the expense incurred in building up extensive administrative units to deal with the practical problems to which they give rise. Whatever view one holds as regards the active motivational impact of equivalence arrangements, and opinion among those who have studied the problem in depth now tends to be sceptical on this point, at least in the present set of circumstances(89), the absence of such arrangements may reduce the attractiveness of study abroad in cases where this is not compulsory, and in certain

individual cases, even cause intense personal hardship (90). It is therefore important to assess the efficacy of joint study programmes in solving the recognition problem.

One may, in fact, doubt whether in itself equivalence has ever been a truly active motivating force, since in times where such spectres as standard durations of study, Numerus Clausus (and - vid.infra - early marriage!) had not yet raised their ugly heads the absence of such equivalence did not seem to deter students unduly from studying abroad.

The methods for establishing mutual recognition may best be considered with reference to a sliding scale, with intergovernmental international agreements at one end and departmental arrangements within the individual institutions of higher education at the other. The efficacy of the former in solving the complex questions involved has been increasingly called into question of late. Thus in carrying out preliminary research for his EEC Report, COX encountered "*a surprising degree of agreement that in practical terms the existence of European Conventions (...) had had no great effect on student mobility*" (91); and with specific regard to the pertinent Council of Europe Conventions, Recteur CAPELLE in his final report in the context of the Council's "*Special Project Mobility*" comes to similar conclusions :

> "*Though undeniably useful, these conventions are limited in their effects, particularly at a time when university reforms lead to changes in diplomas and to new diplomas which renders the comparison of academic qualifications more and more difficult.*"(92).

Much the same drawbacks apply in the case of bilateral inter-governmental agreements, for the problem still remains that "*change in the organization of courses or in the nomenclature of diplomas automatically puts an end to the previously established equivalence* " (93). Thus the Pädagogische Hochschule Westfalen-Lippe, Münster, and Trinity and All Saints' Colleges, Leeds, in making their application to the EEC in 1976 (76/11), stated that although student exchange had already taken place over a number of years, both institutions had now been subject to far-reaching further developments. Thus Münster would in future be orienting its training of teachers towards specific levels rather than specific types of institution, and had therefore introduced new regulations on curricula and examinations. Leeds, too, had introduced new courses, and this meant that in order to ensure mutual recognition, fresh intensive discussions would be necessary. In this instance, no equivalence arrangements at national level apply. In comparable cases where they do, the German response has been to aim at greater flexibility by attempting to arrive at unilaterally implemented convergent national texts based on bilateral negotiations, but here again opinions differ on the practical results.

All of which leaves us with the level of the individual institution as the framework for a potential solution. Two approaches may be identified here. The first, apparently favoured by CAPELLE in conclusion to the *Special Project Mobility* (94), involves the attempt to create greater harmonization, in the sense of homogeneity, of curricula. The objective of the second, as defined by COX (95), is "*to preserve the degree of heterogeneity between curricula* (96) *but to devise machinery, which of necessity would be enabling, rather than prescriptive machinery, whereby the problems could be reduced to manageable, and therefore soluble, proportions.*" In essence, the concept of the "*joint study programme*" unites the positive qualities of both approaches, and it is therefore highly significant that COX (97) mentions them specifically in his unequivocal conclusions to the questions of governmental/institutional solutions to the problem of equivalence :

> "*It would seem that the complexities of dealing with curricular equivalences in higher education, even in a national context let alone an international one, can best be approached at an institutional level.*
>
> *Whilst it is the case in some countries that individual institutions are free to amend their curricula only within narrow limits, and the major degree of control is external, in many institutions the ultimate control rests squarely with the institution, and in particular with its senior academic members. However the case, the responsibility for teaching and research is always internal, often even at a sub-institutional level, and there appears in principle to be a good sense in allowing and indeed encouraging those with the knowledge and expertise, the direct responsibility and motivation, and continuing interest in the problems, to deal with the question. It is in any case a sound principle of management that decisions are best taken at the level at which they are to be implemented, provided that objectives are clearly defined. There is indeed considerable evidence of the effectiveness of such a mode of operation. There are a number of recent examples of joint degree courses, created largely on departmental initiative (...).*
>
> *The effect of such a policy may be expected to be that those with the enthusiasm and motivation to do so will be more likely to institute mutual arrangements for the transfer of students than those without such characteristics, a fact which should go far to enhance the operational reality of mobility and the quality of experience for the students who are thereby mobile. Such an approach seems feasible, and suffers from few of the difficulties associated with the monolithic approach adopted in relation to the mutual recognition of qualifications.*"

If we now check the validity of these conclusions by reference to the joint programmes supported by the EEC in 1976/7, the overwhelming evidence is that pragmatic solutions to recognition problems can indeed be found at departmental level. Examples involving Germany, Britain, Italy, France and Denmark may suffice. Thus Frankfurt and

Edinburgh (76/3) arrived at the following notional agreement in political science:

> "*As regards students of the Department in Edinburgh who wish to spend a year in Frankfurt, it is proposed that the Department in Edinburgh grant undergraduates the possibility of spending their Junior Honours year at the University of Frankfurt. In such cases, the students should obtain graded certificates certifying successful completion of at least five courses during the two semesters spent in Frankfurt : these courses would be specified by the Department in Edinburgh, in accordance with information supplied by Frankfurt. (...) In return, the Department of Edinburgh would welcome any student from the Fachbereich in Frankfurt who wishes to spend a year in Edinburgh. In such cases course certificates or examination results would be recognised by the Fachbereich in Frankfurt as valid equivalents of their own course certificates.*"

Quadrilateral negotiations between Turin, Sheffield, Aachen and Bordeaux (76/29) revealed that, as already practised by Sheffield and Aachen, recognition would "*present relatively few problems*" in Turin :

> "*normally, departments were allowed to decide what elements in the courses of another institution were of acceptable standard in terms of the Faculty requirements of the University of Turin*",

and Cranfield and Toulouse (76/19) came to similar conclusions in the field of aeronautics, considering that

> "*the complementarity and similitude of areas of activity would mean that recognition of studies carried out at one institution as part of a course leading to qualification at the other would present no difficulty*" (98).

As we saw in the "*Examples*" section of Chapter III above, Essex and Aarhus also evolved detailed recognition arrangements, and this even appears to be feasible in the case of courses subject to a high degree of public control. Thus the universities of Rennes and Erlangen (76/18), not least by involving the German governmental authorities in appropriate fashion in their deliberations, have managed to establish inter-institutional equivalence arrangements at various levels of their courses in medicine.

Nor need there be a dichotomy between the institutional and global approaches to recognition problems. Indeed, the Erlangen-Rennes project mentioned immediately above has itself proven to be a viable prototype as the basis for more widely applicable Franco-German equivalence arrangements in medicine, and in this way counteracts one of the major theoretical objections to the institutional approach, viz. that only those students fortunate enough to be enrolled at an institution possessing such arrangements can in fact benefit from their provisions (99).

But the most striking example of how joint study programmes can overcome equivalence problems has still to be mentioned : in those instances where the programmes have been fully integrated (notably 76/1, 76/22) and national validation acquired, the problem of recognition has, by very definition, evaporated too.

In the present section, a considerable number and variety of academic problems arising with respect to establishment of joint study programmes have been identified. Nonetheless, given the closest staff collaboration possible (100), none of them appears insuperable. This point is made explicitly in a number of reports, and indeed the very process of examining them is felt by most to be a profitable enterprise in its own right, as exemplified by the following two projects in the fields of law and urban studies respectively :

"*In fact, the difficulties in this respect were at the same time points of interest, as they showed both the need for and the interesting aspects of a comparative (...) approach to the subjects being taught* " (76/23).

"*Obviously, differences of approach were to be expected, but the differences that were identified led to debate of the question whether innovations could be successfully transferred from one country to another. Indeed, this formed a major topic of discussion at the APUS symposium between English teachers, French teachers, and English planning practitioners* "(76/28).

IV.2 ADMINISTRATIVE AND NUMERICAL PROBLEMS

Various types of administrative problems may present themselves depending on the type of programme concerned. The five mentioned here are those which appear to recur most frequently.

1. Intake and Capacity Problems

In the "*free circulation*" situation, numerical restrictions on student intake, applied by whatever methods, figure among the most important obstacles to mobility within the Communities, at least in high demand subjects (101). Not surprisingly, therefore, initial steps have been taken within the framework of the Action Programme for Education to alleviate this situation, in the shape of a Consultative Document containing recommendations for a common Community policy in this matter (102). One of these is for "*part-course*" students to be excluded from the restrictions concerned, and the CAPELLE Report makes a similar plea for post-graduates (103). COX states the objective in more general terms, recommending that "*restrictions on the numbers of students allowed in each faculty should take into account the desirability of improving the flow of students within Community countries* " (104).

Since this is obviously the basic rationale of joint study programmes, it seems appropriate to examine the extent to which they can in practice overcome problems of limited capacity and restrictions on intake.

In one case, such problems have been a major factor in precluding the implementation of a programme which had already reached an advanced stage of planning, viz. that between Didsbury and Utrecht (76/16) - a victim of the strident cut-backs in teacher training intake in the United Kingdom:

> "*When planning commenced, it was recognised that the course, if mounted, would need to recruit its student intake within the total intake of intending teachers allowed to the institution in any one year. As that total intake was of the order of 420 students, and as the anticipated annual recruitment to the Dideol course was set, notionally, at 15 per institution, it was felt that recruitment would not be a major difficulty. Since the beginning of planning, however, this situation has been affected seriously and in an unforeseeable manner, by drastic changes in teacher recruitment targets in the UK. For Didsbury, (...) these factors have the effect of reducing recruitment to the three- and four-year initial training courses to 145 (...) with severe consequences for the existing courses and the range of options available within such courses. This development makes it extremely difficult for the institution to accommodate an added constraint by introducing a totally new course, which would account for approximately 10% of the student target available to it. Investigation into this situation and its implications is continuing ; the Department of Education and Science has been asked to allow a Dideol recruitment over and above the recruitment target (...), but to date this request has not been allowed* " (105).

Another context in which capacity problems arise is that in which the numbers enrolled in the course on which cooperation is to take place differ markedly from one institution to another. This is potentially worrying, for it may involve the pedagogically indefensible necessity of selecting a smaller group for study abroad from those enrolled on the same course, a problem encountered by Bristol Polytechnic and the IUT Villeurbanne (II) in their desire to involve the Gesamthochschule Kassel in a tripartite programme on business management (76/24). One way of alleviating this problem is that adopted by Dijon/Pforzheim (76/21) in extending their bilateral programme into a quadripartite one. As mentioned with regard to "*planning strategies*" above, the need to create more capacity for the British component in the joint programme was one of the cardinal reasons for involving two polytechnics instead of just one.

For this reason, the four institutions participating in project 76/21 have adopted a flexible system whereby (as formally agreed in the bilateral conventions concerned) prior commitment is not to accept an equal number from each of the foreign partner

institutions, but merely to come to mutual agreement (by 31st December of the preceding year) on the numbers to be accepted by each. Middlesex/Reims (76/22) and King's College London/Paris I (76/1), on the other hand, where the course involves work in binational student cohorts throughout the first degree course, are pledged to admit equal numbers from each, and Essex/Aarhus (76/8) have also tabled a statement of intent to this effect. Where students are not engaged on the same joint degree course, however, the feeling (as expressed inter alia by projects 76/29 and 76/30) is that it is pedagogically (and, above all, linguistically) undesirable to send too many students from the home institution to one and the same institution abroad, even in the cases where the intake capacity of the host institutions would in fact be sufficient.

Finally, reference must be made to one further type of "*capacity*" problem affecting joint programmes where a period of industrial training is involved. Such programmes, relating in particular to subjects such as business management and various types of engineering, are becoming increasingly numerous (106). But there is considerable evidence that the present economic situation, characterized in this sector on the one hand by a decrease in the number of traineeships available due to stagnation or contraction of industry, and on the other hand by a high level of youth unemployment, is beginning to have a negative effect (107) on the placement situation for foreign students:

> "*There is some evidence of increased resistance to the provision of industrial training places, particularly in Germany* (108). *We have examples of the works council (Betrieberat) objecting to the acceptance of overseas students particularly in situations where unemployment is a local problem.*" (76//5).

2. Staffing problems : work-loads and secondments

One of the elements in the (often elaborate) equation used for calculating capacity is invariably that of available resources in terms of staff man-power. Even at the planning stage of joint programmes heavy teaching loads may make themselves felt in appreciably reducing the time at staff members' disposal for such activities - a point made by project directors from a broad spectrum of countries, intitutional types and subject areas. And when it comes to implementing the programmes by means of staff availability and/or exchanges the problem may become really acute. Naturally enough, it is at its most critical in relatively small departments with comparatively few possibilities, administrative or financial, for substitutions, as the Edinburgh and Copenhagen departments of education (76/6) pointed out:

> "*As both departments are relatively small, it sometimes proved difficult for teachers involved in the exchange to be spared from their commitments in their own departments.*"

It may, however, hit larger ones also, as it did the political science department in Frankfurt in its link with Edinburgh (76/3), notably (as here) where the overall capacity situation prevailing is already tending to place a relatively heavy burden on the staff concerned.

It may also be severe in newly established institutions, as evidenced by the case of the project involving the then Didsbury College of Education and the Stichting Opleiding Leraren of Utrecht (SOL) (76/16), where such staffing problems proved a major obstacle to the programme's implementation:

> *"SOL is a relatively recently-established institution, and has only just seen its first students complete their courses. Consequently, SOL is still in a phase of rapid expansion and development which makes very heavy demands upon staff time and commitment. The situation is exacerbated by a very limited provision (relative to Didsbury) of administrative support staff, so that the time of academic staff is under further pressure. Thus, while the SOL members of the Joint Planning Group are whole-hearted in their commitment to Didsol, and while their Departmental colleagues support the project in principle, the consensus of feeling within the subject-teams is that activation of Didsol cannot become a priority unless it brings with it its own resources of staffing and finance."*

On the other hand, since the staff visits envisaged by most of the joint programmes based on this type of mobility are of relatively short duration, the frequently voiced recommendations (109). concerning safeguarding of pensions and other rights are less of an administrative obstacle in our present context.

3. Problems of timetabling and academic calendars

In several cases, e.g. projects 76/7, 76/8, 76/20 and 76/23, the necessity for dovetailing different academic structures gave rise to considerable problems of timetabling. Naturally enough, such problems are likely to be least troublesome in the case of integrating jointly produced but non-staff-related teaching modules, and at their most acute where the factor of interdisciplinarity and/or multilateral partnership are involved. Nonetheless, they have not proven insurmountable, as shown by several of the projects chosen for description in detail above.

4. Accommodation

The accommodation problems encountered may be discussed with reference to two factors, viz. availability and cost. The second of these will be discussed in the context of the financial problems below. Scarcity of accommodation, though occasionally (e.g.76/30)

mentioned in the context of staff exchange also, is predominantly a problem related to programmes based on student mobility.

In some cases, it may result from differing social patterns. Thus Bristol/Villeurbanne (76/24) write that:

> *"The major problems to be recognised is the fact that nearly 90% of I.U.T. Lyon students tend to live with their parents which is the reverse of the situation in Bristol."*

The solution found sounds simple and viable, at least for this particular type of exchange programme:

> *"...the French students travelling to Bristol will occupy the accommodation which has been booked by the British students who are travelling to France. The British students will be found homes with French families or in suitable hostel accommodation (...). When the British students return they will be accommodated in the rooms with families where their French counterparts have been living for the previous three months."*

Here, however, there at least appears to have been sufficient accommodation available. Unfortunately, this does not always appear to be so. Thus Turin and Aachen (76/29), as host institutions, both have difficulties in this respect, and this has sometimes posed problems for the visiting students from Sheffield :

> *"It was not easy to provide lodgings, the university having no direct access to residential halls : this problem appeared to be worsening "* (relating to Turin in this instance).

And these particular institutions are more sceptical about the feasibility of 1:1 exchange of accommodation than Bristol/Villeurbanne:

> *"One solution to the problem might be the arrangement of 'one-to-one exchanges', with a reciprocal vacating of student residences although this was not suitable for arrangements involving a stay abroad of less than six months".*

In addition, the point is also well made that a high degree of accuracy in timing is required for such arrangements if rooms are not to remain empty for long periods. However, as we have seen in the "*timetabling*" section above, academic calendars in different countries seldom coincide, and though private landladies may have no objections to empty rooms provided that the rent is paid, this is less true of those responsible for the administration of student halls of residence, particularly in times of high demand for accommodation (and accountability).

The extent to which the academic departments can in any case impose their wishes on halls of residence (110), e.g. as regards regular reservation of a quota of rooms for students from a specific partner institution, varies considerably depending on the administrative structure concerned. Such questions are frequently the subject of a clause in the inter-institutional agreements mentioned in Chapter II above. Formulae adopted usually involve a measure of exchange

(e.g. provision of a certain number of rooms in hall by each institution), as in the case of 76/21 and 76/30, and even where the arrangement is an informal one, some form of *"moral obligation"* to help is generally felt to be incumbent on the host institution. In one case encountered during research for the present report, this social conscience on the part of the receiving institution extended to the professor concerned driving frantically round the city looking for rooms, placating the landlords or -ladies concerned where the options were not subsequently taken up, and placing advertisements in the local press at his own personal expense. Such actions are undoubtedly laudable, but it is doubtful whether they constitute the most efficient way of spending what is in all senses valuable professorial time.

5. Other administrative problems

Of the various other minor problems of an administrative nature which may arise, such as registration procedures, insurance schemes and the like, one seems worthy of special mention here, namely the inflexibility sometimes encountered in the administration of funds for joint programmes on the part of the central registry department concerned. Since the budgetary regulations themselves may already be extremely rigid in specifying down to minute details the uses to which funds may be put, a restrictive attitude at institutional level may exacerbate the situation to an extent where it becomes a real obstacle.

Taken collectively, the administrative problems described above may appear daunting. In fact, however, they never occur in this degree of concentration, and in only one case, that of Didsbury-Utrecht (76/16) have they had a drastically prohibitive effect on the development of the projects concerned.

IV.3 PROBLEMS OF SOCIAL ADJUSTMENT

Though *"adjustment to an alien cultural environment"* may be viewed askance by certain sociologists today as having its derivation too close to the *"ideology of conformity"* for comfort (111), it is difficult to appreciate how a *"maladjusted"* and unhappy foreign student is likely to benefit for his or her stay abroad, however (and for whomever) such benefit is defined. Several reports make mention of the initial problems of this kind facing students, the one submitted by Kingston Polytechnic and the University of Grenoble II summing them up succinctly as follows:

"...there are a variety of 'socio-cultural' difficulties which confront students transferring between academic institutions in different countries; whilst it is in part the objective of the transfer that students should confront and resolve these obstacles, it is nevertheless necessary to ensure that there is adequate

briefing in advance, that appropriate measures (e.g. our exchange of accommodation) are taken to facilitate social integration, and that particular staff be responsible for and willing to, coordinate the integration of students." (76/30).

G. W. EARLS, too, project director (76/22) at Middlesex Polytechnic, regards what he calls "*inexperience in operating in other social systems*" a problem common to all the three types of joint programme which he distinguishes :

> "*The problems to be overcome in creating an integrated link also include that of accommodating foreign value systems which impinge upon the course. Students who have to pay for their education are likely to have different expectations and motivations regarding the course from those who have their education provided free. Students who receive grants to help towards their living expenses will follow the same course as those who do not. The difference in income between the staff of the various institutions teaching on the same course may be enormous, as also may be the security of tenure of their jobs. Student living, recreation and study facilities vary tremendously from country to country, yet a joint programme must provide some means of harmonising the learning environments between which the student moves*" (112).

As we have seen in the context of "*academic problems*" above, part of the key to this problem would appear to lie in as careful preparation of the student as possible before departure. Kingston and Grenoble (76/30), for example, have had considerable success with bringing students in the academic year before they go abroad into contact with those from the other institution studying there (even though they are in different "*years*"), and Liverpool/Hannover (76/12) have adopted a similar procedure. In the longer run, the Sheffield/Aachen/Bordeaux/Turin (76/29) idea of pre-videotaping classes at the student's future institution might profitably be tried out.

On the whole, however, the problems of social adjustment appear in the great majority of cases to be short-lived, and - provided that the period to be spent abroad is long enough and has been soundly enough prepared - they are unlikely to detract significantly from the benefits for the students concerned.

IV.4 LINGUISTIC PROBLEMS

> "*One of the most important variables of readiness to adjust is that of readiness to learn the language of the host country. This variable (...) is not a homogeneous entity, but is composed of a multiplicity of intellectual and emotional factors, notable among them an inductive mode of thought, adeptness in utilising one's own language, ability to distinguish between different phonetic units, power of association and a whole host of motivational factors, particularly one's attitude towards the host population*" (113).

The clear evidence from the 1976/7 year of the EEC Scheme is that however positive the basic attitude of students and staff towards the "*host population*" may be, their lack of linguistic proficiency at the outset remains a significant impediment to the implementation of joint programmes. This applies least to teaching module programmes not dependent on staff visits, since in this case translation will, after appropriate adaptations have been made, suffice. It is also often a fairly low hurdle for programmes based on teaching of integrated course segments by small numbers of visiting staff, at least until the staff members envisaged change jobs. (For example, Cardiff and Leuven, (76/23), specifically state that language was not a problem.) But as soon as a broader cross-section of staff and, a fortiori, large numbers of non-language oriented students become involved, the problem assumes very significant proportions indeed. A few samples may serve to illustrate the point, covering a wide range of countries, subjects, levels of course, and institutional types :

> "*Both as regards the interchange of students and cooperation between members of staff, there are two general problems which we face in fostering closer relations. The first is the problem of language : relatively few of the students and staff in Edinburgh have a working knowledge of German. In order to make the possibility of spending a year in Frankfurt a more genuine option for most undergraduates, we are encouraging students who might be interested in the scheme to take German courses in their first and second years of study. As far as more advanced students and members of staff are concerned, we can at this stage only hope that the existence of the scheme may provide sufficient motivation to undertake intensive courses in the German language*"(76/3) ;

> "*One problem which is apparent and which is likely to arise in all projects of this type is the language difficulty encountered with technological subjects*"(76/25) ;

> "*...not all students had the basic language ability to profit from such an arrangement*"(76/29).

This situation is scarcely surprising, firstly because the development of interdisciplinary courses involving a language component and an additional academic specialization is still in its early stages in most Member States, secondly because the number of potential intra-Community relationships based on identity of mother tongue is relatively small (GB-IRL; F-B-LUX; NL-B)(114), and thirdly because of the seemingly irresistible rise of English as the modern lingua franca in scientific circles.

Such factors, and particularly the dominance of English, are clearly reflected in the "*flows*"referred to in the Chapter on quantitative evaluation of the Scheme's progress above. They pose particular problems for Member States whose languages are not spoken outside the country's own frontiers and/or only by a small proportion of the total Community population altogether, i.e. Danish, Dutch, German and Italian(115). Thus Edinburgh report that one of the main obstacles to developing student exchanges at some future time with their Danish partners is "*the unlikelihood that any Edinburgh students will be sufficiently familiar with the Danish language to benefit from attending taught courses in Copenhagen*" (76/3).

Essex and Aarhus (76/8) have apparently "*solved*" the problem, but - as we saw in the description of this project above - only by bowing to the primacy of English. And to a large extent the same approach was adopted by those responsible for planning the so-called "*DIDSOL*" project (76/16) between Didsbury and Utrecht :

> *"It has been agreed from the outset that the major language of instruction shall be English, and Dutch students will need to be proficient in that language when embarking upon the course."*

True, this particular project envisaged a certain degree of reciprocity:

> *"Additionally however, British students will be required to attain proficiency in Dutch, to enable them to benefit more fully from studying in the Netherlands, to enable them to read source material in the Dutch language, and to enable them to work with their Dutch partners in the Dutch school situation. Members of the Joint Planning Group emphasise the importance of a development which calls for British to learn a language not normally studied in schools in the UK."*

Laudable though this attitude is, however, the fact that this project has not yet got off the ground means that the feasibility of motivating sufficient numbers of British teacher training students to learn Dutch must for the moment remain a matter for conjecture.

The solution most usually proposed is that of supplementary language training prior to commencement of the period of study abroad, in the form of courses provided either at the home institution before departure or the host institution on arrival (116). The need for such tuition is particularly evident in the case of British students (and to some extent staff), as stressed inter alia by those involved in projects 76/3, 76/5 and 76/29. Courses of the kind mentioned are already being provided in a number of instances, notably those like Aachen (76/29) with a specialist section for teaching the language of the host country as a second language (117), but the impression gained from 1976/7 projects is that much more could still be done, notably through the medium of the Communities themselves (118).

IV.5 PROBLEMS OF MOTIVATION

In discussions on questions of mobility, the view is frequently expressed that a major problem is that of apparently decreasing "*motivation*", particularly on the part of students (and among these notably students taking first degree courses), to go abroad. Viewed more closely, what is usually meant is not lack of motivation as such, but rather lack of willingness, and this situation was encountered by a number of project directors involved in schemes of a non-obligatory nature in non-language disciplines, particularly in their attempts to interest other departments at their own institutions in joining the scheme.

Some of the reasons for such reluctance (e.g. standard duration of study, absence of recognition arrangements, insufficient linguistic proficiency) have been mentioned above ; others are of a financial nature and will be

dealt with in the concluding section of this chapter. Another again is the apparently growing tendency towards emotional or even matrimonial attachment at an even more tender age and mistrust of the adage that absence makes the heart grow fonder. And this problem assumes even larger proportions where, as in the case of the University of Turin (76/29), for example, a particularly high proportion of students are in full-time employment and follow courses in the evening. Such students are also very often married and have children to look after. For them, therefore, a period of study abroad would entail leave from work, alternative financing and often the organization of schooling for the children, who will not in general have yet learnt a foreign language.

Important though they are, however, such hindrances do not tell us anything about whether, if such barriers did not exist, the students concerned would be motivated in the true sense of the word to go abroad anyway, i.e. whether they would perceive some genuine advantage in such an enterprise. In the student's eyes, such an "*advantage*" may be of different kinds, closely related to the "*aims*" of joint study programmes as formulated in Chapter II above and varying from a vague notion of building a united Europe or of the personality-forming process involved to very specific goals related to the academic and employment-related aspects of the programmes concerned. All the evidence is that, in the present social and economic situation, the latter is the motivation on which the student mobility question hinges. Its absence will induce students to stay at home even where all ancillary problems have been solved. For instance, as was noted on project 76/29,"*social studies students do not normally see a European perspective as a valuable element in their course.*" And, conversely, it is towards this motivation - by developing an awareness of the course and career-oriented relevance of study abroad in an ever increasing range of subjects - that the efforts of those who wish to promote greater intra-Community student mobility should be directed (119).

Clearly, joint programmes of study have potentially a crucial rôle to play here, for they are in the unique position of making study abroad not only a recognised but a mandatory element of the course concerned. And, as we have seen above, there is ample evidence that where the programme is well-conceived there will be no shortage of applicants.

This goes for both first degree and further degree levels, despite the view currently gaining ground that "*international students' mobility is most fruitful at the graduate level*" (120). For quite apart from the social policy implications of restricting mobility to such a small section of the student body (and ipso facto to an even smaller one of the entire population), the considerable number of first degree-related joint programmes developing under the EEC Scheme provides more than ample evidence of the academic and professional credibility of measures at this level.

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IV.6 FINANCIAL PROBLEMS

The function of the EEC Scheme has often been referred to as one of pump-priming. Pump-priming, however, is likely to be a futile exercise if there is no water at the bottom of the well :

> *"To arrange a satisfactory link on the basis of non-existent financial provisions is frustrating to all parties concerned"* (121).

Conversely, the availability of funds may be an added stimulus for departments envisaging the establishment of such links. Provision of adequate resources is crucial, therefore, and it was for this reason that at the time of application to the EEC, institutions were requested to outline the extent of on-going financial support which they would be willing to provide once the programmes were established.

Although there are differences in the degree of penury to which institutions as a whole and individual departments are currently subjected (122), (and in cases where one partner is significantly poorer than the other, this may place considerable strain on the marriage concerned) (123), the clarion call of all without exception is that in some way or other, financial constraints are causing problems in the implementation, extension and evaluation of their joint programmes :

> *"In considering almost every aspect of the development of the proposals agreed in principle as a result of the visit, the question of cost looms large"* (76/5).

It would be too easy to put this down to mere human nature or, less charitably, to academics' insatiate desire for an unfair cut of the social cake. For not only the dauntless enthusiasm shown by so many of the departments concerned in carrying on despite their financial straits, but also the cogency (and unanimity) with which they put their case, prove the contrary (124). In nominal terms, considerable sums of money are spent on furthering international cooperation in higher education each year, but the picture to emerge from the EEC Scheme in 1976/7 is that more will need to be done if current mobility figures are to be substantially increased. The funds involved would not, it is generally felt, need to be dramatic, and certain proposals for possible Community action in this respect are included in Chapter V below. In the present context, we are merely concerned with the problems which financial restraints are causing.

In order to implement a joint programme of study fully, financial resources are required for two main categories of activity :

1. funds to enable staff and/or students to spend a period abroad
2. support funds for production of teaching materials, evaluating the programme and so on.

It will therefore be convenient to discuss the participating institutions' problems with reference to these two groups of activity.

1. Problems related to the mobility of students and staff

As we shall see below, there are many instances where administrative regulations preclude use of student grants (or even, in some isolated instances (125), staff salaries) for a period abroad. But even where such possibilities do exist, there is still the problem of the quite substantial differences in the level of such grants (and salaries) and in the cost of living in Member States, these often being exacerbated by unfavourable rates of currency exchange:

> "...*the disparity in the cost of living, in lecturers' salaries and in students' grants between the Federal Republic of Germany and the U.K. is such that in practice it will be difficult to promote visits from Edinburgh to the University of Frankfurt unless some way is found of supplementing the British salaries or student grants, as the case may be*" (76/3); a view supported inter alia by 76/5, 76/6, 76/25).

In particular, the high cost of accommodation in big university cities can cause considerable hardship (76/3, 76/5, 76/12). For this reason, and there are others besides, it is erroneous to suggest that "*in order to resolve the problem of financing study abroad, it would be sufficient to ensure transferability of grants, i.e. to allow them to be used at the foreign institution*" (126), and the same applies mutatis mutandis to the *Special Project Mobility* recommendation on the necessity for staff sabbaticals on paid leave (127).

(a) Student Mobility

Financial aspects of student mobility can be analyzed with regard to two main elements, viz. grants and fees. While joint programmes have been relatively successful in solving the problem of fees, these being generally at least to some extent a matter falling under the competence of the individual institution (vid.infra), the grants situation presents very considerable difficulties. Almost inevitably, the prevailing economic situation is tending to have a restrictive effect on the generosity of grant-awarding bodies, both at the national and local authority level in many Member States (128). In addition, the labour market situation and economic stagnation are making it increasingly difficult to find alternative sources of finance, for example by means of part-time employment, which can, in any case, have a detrimental effect on a student's performance (or at least prolong the time needed to complete the course). Thus an analysis of the 1976/7 projects has revealed many instances in which - despite the Council of Europe Convention to the contrary (129) - students encounter considerable problems in obtaining

tenability of their grants for study abroad at all. In some cases, this is ruled out altogether ; in others, strict conditions regarding the organization of the course for which student grants are to be provided, may be imposed on the institution concerned (130). This situation applies both at undergraduate and postgraduate level, and is particularly in evidence in the case of courses not formally concerned with the teaching and study of languages (131). This is even true of Britain, traditionally one of the countries with a positive record concerning grant transferability policies, as soon as the field of "*language and literature*" courses in the traditional sense is forsaken. Thus projects 76/1 (law), 76/7 (urban studies) 76/22 (business studies), 76/29 and 76/30 (both in languages and politics/economics/sociology) all report differences of attitude between various local education authorities, such L.E.A. grants not yet being mandatory. And students from other countries seem to be in a worse position still, particularly those from France :

> "*In respect of French students themselves going abroad for periods of study there were major resource problems. Money from state bursaries could not be used for purposes of tuition outside France. The University Department was capable of meeting modest fees in this area, but the students themselves had to pay for travel, lodgings and meals*" (76/29) ;

and Denmark :

> "*In addition a student representative pointed out that though a comparative practically orientated programme would be a valuable input to their seven year degree course and would be likely to attract many students, a real difficulty would arise, from the students' point of view, in meeting the costs of travel and subsistence which would be involved* " (76/32).

In the latter case, indeed, failure to resolve the problem has caused the programme, though fully planned, to be shelved pending a turn for the better.

Though this appears to be the only case where the grant problem has caused a complete standstill, its effects on other programmes are scarcely less odious, both from an educational and a social point of view. Project 76/7 may serve as one example typical of several :

> "*Finance is non-existent. Apart from the names already allocated for the development of these initial ideas and the first experimental phase, the remaining monies necessary have come from the staff and the students themselves. Educationally this is not desirable, suggesting, as did the Sophists, that only those with money could afford such opportunities. Whilst each*

school was prepared to host both visiting students and staff, there was still travel expenses and subsistence to be coped with. It was agreed by the schools that if a limited amount of financial backing was not to be available for the reimbursement of at least staff/student travel expenses, then the Europroject, as outlined, would have to abandoned. It would be both undesirable and pointless to operate the scheme unless every student in the particular groups involved could afford to participate. And of course many cannot without financial assistance, financial assistance which the schools concerned, in the present economic climate, cannot give."

This particular instance is of further significance in highlighting the financial dilemma faced by "*joint projects*". For not only are grants often untenable for such short periods as three months (here even the German system falls short of the mark), but also the other necessary operational resources for such ventures are generally in short (and decreasing) supply, field-work often being one of the sectors to suffer most severely from budgetary cutbacks. Edinburgh -Frankfurt (76/3) and Kingston-Grenoble (76/30) ran into similar problems with regard to joint seminars planned :

"The second form in which the financial problem occurs relates to our plan to hold regular joint seminars between members of the two institutions. For these seminars to become a reality, it will be necessary to find some way of financing the travel and incidental expenses of those taking part. In the present financial crisis, it does not seem possible to obtain the necessary funds through the two universities." (76/3).

Where money for grants is scarce, and for travel expenses still more so, the imposition of high tuition fees may constitute a considerable obstacle to student mobility. Much has been written of late on the "*pernicious*" practice of imposing such fees on students from other Member States which have no such system, and various recommendations have been made for ameliorating the situation (132). In the present report we are concerned only with the way in which fees impinge on joint study programmes. The evidence from 1976/7 is that although fees were on the agenda of planning meetings of most projects (not surprisingly in view of the number of British institutions participating), various ways around the problem were eventually found. Thus the bilateral agreement between Leeds and Pforzheim in the framework of the project 76/21 states :

"Arrangements may be made whereby a fee paid on behalf of a British student may be used by LEEDS POLYTECHNIC to allow a student from a sending institution to attend the Courses in Leeds."

In essence, this is also the solution adopted by projects 76/1 and 76/2, though it is generally contingent on there being a ceiling on the number of foreign students for whom the fees are to be waived (76/29). Waiving of fees, which is also a characteristic of project 76/25, may sometimes, however, be brought only at a high price. For example, one British polytechnic, after eighteen months' negotiations in connection with the EEC scheme, finally succeeded in obtaining tacit agreement from the local authority that fees will be waived for foreign students on projects which the Polytechnic will offer in the context of the joint programme, since for a period not exceeding 3 months such students need not be fully registered, only to find that institutional liability in case of accident to such students is seen as being of such dimensions that full registration is really the only solution anyway. (In other instances, such full registration may also be vital in order for the students to gain full certification for their studies). A second case is exemplified by project 76/30. Grenoble would like to increase the numbers sent to Kingston, and Kingston would like to accept them. However, thus far the Grenoble students have been exempted from fees, and this in turn means that these students are left out of account when calculating the staff-student ratio, on which staffing and provision of other resources are based. Thus the Kingston departments are being *"punished"* for their positive attitude towards international cooperation. Furthermore, it seems that fees are only likely to be waived where some reciprocal benefit is involved. Thus in the case of project 76/32, involving a joint programme for students of the universities of Manchester and Aarhus in Manchester, fees, though reduced, were not to be waived altogether.

(b) Staff Mobility

The budgetary squeeze is tending to affect staff mobility-based joint study programmes in at least two ways. Firstly, there is a distinct shortage of funds for travel and maintenance grants from the staff members' home country. Among the projects affected, Edinburgh/Copenhagen (76/6) managed

> *"...to attract funding from other sources, but only enough to sustain a minimum exchange. Such funds as were available were rarely guaranteed for enough in advance to plan the contributions as far ahead as we would have wished, which made some improvisation necessary."*

It is, however, precisely this longer range joint academic planning which forms the essence of the Scheme's objectives. Cardiff/Leuven (76/23) were similarly affected, finding that they had to reduce the length of stay below what would have been pedagogically desirable. Secondly, many institutions have insufficient funds for inviting foreign visitors to lecture there on the scale envisaged in terms of the EEC Scheme.

2. Support Costs

It is a sad but probably unalterable fact of life that the support costs incurred in running most types of joint programmes are relatively high (133). For the more "*jointly*" they are organised, the more coordination is required, and this not only in their early stages. Furthermore, the programmes must, if they are to be effective, be subjected to ongoing critical evaluation (a need stressed, inter alia, by projects 76/1, 76/5, 76/12, 76/22, 76/23).

Ideally, therefore, funds would need to be earmarked specifically for the joint programmes themselves (76/22). But unfortunately, we do not live in an ideal world, and as a Commission staff member reported back after visiting the Liverpool/Hannover project (76/12) last year :

> "*Financial support for this kind of development is (at worst) non-existent - both at Liverpool and Hannover - or (at best) is very difficult to obtain.*"

Furthermore, as London/Paris (76/1) pointed out during my own recent visit to King's College, in times of severe budgetary constraints internecine rivalry between departments tends to increase rather than decline.

The production, translation and updating of teaching materials is another crucial element in many joint programmes, and here, too, the resources necessary for engaging on more than subsistence level activities are often lacking. For teaching module-based programmes this can potentially place the whole programme in jeopardy.

Finally, three further activities identified at various junctures in the present report as being essential for the smooth functioning of several types of joint programme, namely provision of supplementary language courses, tutorial systems and staff visits for monitoring students abroad, are also in many cases underfinanced.

From a close reading of project reports and from supplementary discussions with project leaders, there seems little doubt that of all the types of problem identified above, the ones most likely to affect the real impact of the EEC Scheme are those of a financial nature. Happily, most project directors are agreed, however, that with only a small volume of

judiciously applied infusions, the circulatory blockages at present encountered could be significantly reduced. Some of the more important suggestions put forward in this respect therefore form an integral part of the Chapter on the Scheme's future perspectives with which the present report concludes.

CHAPTER V - TAKING STOCK : CONCLUSIONS ON THE EFFICACY OF THE EEC SCHEME IN 1976/77, AND PERSPECTIVES FOR ITS FUTURE DEVELOPMENT

In the foregoing chapters of this report, the joint study programmes in process of development in the framework of the EEC support Scheme in 1976/77 have been treated from a number of different angles : firstly, the origins of such programmes have been traced, their aims identified and the strategies adopted in their development outlined ; secondly, examples of the various types of programme to evolve have been described in more detail ; and finally, some of the more recurrent problems encountered (and solutions found) have been analyzed. In the course of this detailed process of analysis, it is hoped that some of the more important aspects of joint study programmes will have become apparent. Against this background, the attempt must now be made in conclusion to assess the efficacy of the Communities' action in supporting the development of such programmes, as evidenced by the 1976/77 academic year.

Two main questions are implied here :

1- How effective are joint study programmes as an instrument for international cooperation between institutions of higher education ?

2- How effective is the EEC Scheme proving to be as an instrument for promoting such programmes ?

V.1 JOINT STUDY PROGRAMMES AS AN INSTRUMENT FOR INTERNATIONAL COOPERATION

> *"It was generally agreed that the links already formed, both on a formal and a personal level had brought considerable benefit to both institutions and promised well for the future"* (76/12).

The preceding chapter identified a variety of problems encountered with regard to the establishment of joint programmes. In each instance, however, it was noted that they were not insuperable. Given the provision of adequate resources, therefore, the clear evidence on the basis of 76/77 year is that such programmes could become - and indeed are already becoming - a viable model for promoting cooperation in general and the mobility of staff, students and information in particular.

The quotation from the Liverpool/Hannover report above is one of many which could have been chosen to illustrate this general impression, and many reports are quite precise about the benefits which have accrued.

Firstly, and quite apart from the more strictly academic benefits themselves,

many institutions found that the students participating in such programmes had benefited greatly from the "*cross-fertilization of ideas*" (thus 76/14) which they facilitate. This was seen to have had a significant impact on their intellectual development - not to mention the improvement in linguistic proficiency noted in almost every case, both in language and non-language oriented courses.

Secondly, and despite the often substantial coordination costs involved, frequent reference is made to the potential of joint programmes as a means for increasing rationalization and efficiency through the pooling of expertise and resources.

Thirdly, and most importantly for the future of higher education in Europe, cooperation on joint programmes is seen as opening up almost infinite possibilities in the enlargement and enrichment of courses themselves. Thus mention of the fact that intensive contact with the structures and content of study at institutions in other countries and with the teaching and learning methods adopted there is already having a noticeable impact, is a common factor of almost all reports submitted. Discussions with staff and students at the partner institution and direct access to otherwise inaccessible documentation have in many cases led to the incorporation of new course material, to experimentation with alternative didactic methods, and to a general strengthening of the comparative approach in many disciplines. In this way, there can be little doubt that, given time to develop and mature, joint programmes could make substantial inroads into the traditionally monolithic systems which characterize higher education in Western Europe. Indeed, the view was frequently expressed by project directors - in a wide variety of countries and disciplines - that in the present adverse conditions, such programmes may well be the only way of preventing further stagnation of mobility.

V.2 THE EFFICACY OF THE EEC SCHEME

If we accept the verdict arrived at above, and hence the necessity for promoting the development of joint programmes, the next question is to be asked is that as to the efficacy of the EEC Scheme as an instrument for fulfilling this promotional task. In seeking an answer, it would seem appropriate to take not only the subjective views of the project directors concerned into consideration, but also to supplement these by reference to other criteria besides.

As far as those directly involved in the work on developing the joint programmes are concerned, there is almost total unanimity in praising the EEC Scheme - as far as it goes (134). One or two extracts from the project reports may suffice to illustrate this, though many more could have been quoted in the same vein.

> "*The grant from the EEC Commission has been invaluable in enabling personal contacts to be built up between the centres concerned and facilitating a better understanding of teaching differences between Germany and Britain*" (76/27).

> "*The enabling rôle of the Commission was fully recognized : without its support the Study could not have been undertaken so effectively*" (76/29).

"There is general agreement that without the financial support of the EEC the development of the course during 1976/77 could have been seriously curtailed. In 1978, students will graduate from the course for the first time. The harmonization of teaching and administration had therefore to be achieved before the start of the final year in September 1977 and this has now been made possible" (76/22).

The precise nature of the grants' usefulness, as reflected in the reports, naturally varied from programme to programme. In detailed terms, it consisted in the (usually in some measure sucessful) search for solutions to the sort of problems discussed in the previous chapter. In more general terms, the directors see the importance of the EEC grant as having been two-fold, i.e. practical and symbolic : practical, in the sense that it allowed certain activities to be pursued for which resources would not otherwise have been available ; symbolic, in that the fact of being able to point to active EEC interest in the programme's development was often an important factor in negotiating operational funding from both public and private sources.

While it may be argued that the project directors, after all, had a vested interest in patting the EEC's back and that their opinion could therefore scarcely be considered impartial, it is nonetheless significant that their verdict on the Scheme's importance should be so unanimous - and so well argued.

This positive impression is further substantiated if we try to assess the Scheme's success or failure from a more objective viewpoint, as a Commission representative was able to judge for himself on visiting one of the projects (76/7) :

"The striking thing about this project, as with the other few joint study programme projects I have visited, is the way in which the relatively small injections of funds in the way of grants under this scheme have enabled very considerable progress to be made in the development of cooperation between institutions in different Member States".

In seeking to ascertain the Scheme's efficacy in objective terms, it is not enough simply to count the number of fully operational joint programmes at the end of the funding period. Indeed, one of the major findings of the section of the present report which deals with origins and planning of such programmes has been to highlight the considerable time which they take to be developed if they are to be ultimately successful. It would therefore have been very surprising if 32 fully integrated full length degree courses had sprung up like mushrooms during the course of the 1976/77 academic year. And they did not. A just appraisal must take into account the precise stage of planning which a programme had reached at the time of the injection of EEC funds, and relate the progress made to this initial situation.

Viewed in these terms, a close study of Appendix 1 reveals that in the great majority of cases substantial progress was made. Depending on the various development stages at the outset the grants appear to have been instrumental in one of the following four ways :

1) in facilitating the detailed planning of a new joint venture, often entailing the modification of originally envisaged models :

2) in consolidating a programme already at an advanced stage of planning into a viable, institutionally based venture ;

3) in transforming hitherto one-sided contacts into a genuinely reciprocal partnership ;

4) in enabling the evaluation and hence the further improvement of existing programmes (135).

And in fact the point is often made in the reports that EEC support came at just the right time.

The immense time and energy devoted by many project directors to presenting a convincing submission to the EEC may of itself, considering the relatively small amounts of money involved, be taken as an indication of the importance which they attached to EEC support. And, having received it, the same responsible attitude prevailed. Firstly, the activities for which the grant was requested were in the great majority of cases carried out in a way and to an extent very close to what had been envisaged, for example with regard to the number of and participation in planning meetings. Secondly, the temptation to use the grant for equally deserving activities closely related to but outside the specific scope of the EEC Scheme, notably in the area of operational funding, was almost exclusively resisted. Thirdly, most institutions went to great pains to use the grant as judiciously and thriftily as possible : in crudely financial terms, they were good value for money. And finally, the careful presentation of most of the reports, often supported by voluminous documentation, not only suggests that the authors were convinced that what they had been engaged upon was worthwhile but also that they were grateful for the EEC support received.

The same goes for the efforts made by several project directors to give their joint programmes as wide a publicity as possible. Reports have appeared not only in the institutions' own newspapers and bulletins, but also in other publications with much wider readership ; project 76/4 was specifically mentioned in the foreword to a recent book by the Munich project director, and the Université des Sciences et Techniques de Lille (76/20), even managed to have its joint project with Bochum reported on French television !

A similar desire to involve others in the joint programme is reflected in several institutions' success in interesting external bodies in its development. The Hannover-Liverpool programme (76/12), described in detail above, with its close involvement of municipal and diplomatic authorities, is a good case in point, but there are others, too, such as Bochum's liaison with regional planning authorities on its link with Lille (76/20), cooperation of urban planning bodies in parts of the Paris XII-Aston project (76/28) and so on.

However, it may be held that this is all merely circumstantial evidence of the Scheme's success, and that what ultimately matters are such considerations as whether institutional support is forthcoming, how many students are becoming mobile thanks to the promotion of joint programmes, and so on. To take the second point first, it has already been noted above that once they are fully operational, joint programmes are often highly attractive for the students concerned. Even now, in fact, over 400 students and considerable numbers of staff are moving in the context of those supported in 76/77, and this figure will rise substantially if and when the programmes become fully operational.

This raises the question of ongoing institutional support. In one sense, this has been pledged by almost all the institutions concerned, i.e. by their readiness to provide adequate resources in terms of staff time, use of facilities and so on. Once again, an excellent example of this are Reims and Middlesex, the latter stating in its validation submission to the CNAA :

> "*The Polytechnic and the ESCAE recognise the importance of the provision of an appropriate level of resources for the success of an innovative course of this kind which seeks to establish an important link between two major European countries. A high priority has been assigned to provision of funds and suitably qualified staff by both institutions and these resources have been set aside to ensure that the structure and programme will be achieved*" (136).

But although basic support is generally available, the picture looks much bleaker when it comes to such matters as travel and subsistence grants for staff , resources for field-work abroad and so on. The truth of the matter is that there are, as we have seen in the previous chapter, richer and poorer institutions. But very few, and fewer still in the non-university sector, have the resources required for mounting international programmes on a large scale, the situation having deteriorated markedly over recent years. This means that external funding agencies are becoming increasingly important, and there are several examples of programmes planned in 1976/77 which have since succeeded in acquiring sufficient external resources to execute them in some way. However, since it is often difficult for such agencies, who are indeed often themselves the victims of cutbacks in public and private spending, to make firm guarantees of ongoing support in the form of reserved quotas for specific institutions, the question of operational funding in whatever form and in whatever quantities is one which is likely to pose itself repeatedly in the coming years of the EEC Scheme.

Despite this question-mark, however, the overall balance as regards the efficacy of the Scheme is without doubt a most positive one. Not only did it enable progress on developing the joint programmes themselves to be made, as we have seen above, but there is also the high incidence of what might be termed "*academic by-products*" to be considered, the so-called "*spin-off*" which frequently seems to occur during the planning and development of the programmes. Such by-products may take several forms. For example, there is the fairly frequent case where a joint programme predominantly based on student mobility gives rises to staff exchange and vice versa. Again, many participating institutions are now planning or have already carried out joint seminars and symposia. Indeed, there are numerous instances where advantage was taken of planning meeting visits themselves to organize such ventures, and/or to initiate, renew or intensify contacts with other institutions of higher education, with industry and so on. Several programmes have given rise to an extensive exchange of documents and other types of teaching materials, e.g. video-tape recordings. In one instance (76/30) an inter-library link between the institutions is developing ; in another (76/32), cooperation on planning the joint programme involved coordination between the two universities' data processing units. Finally, several reports make mention of the fact that joint research projects are now being planned.

As a final point in assessing the efficacy of the Scheme, mention must be made

of the criticism levelled at it from some quarters at the time of its inception that in supporting bilateral links it was not a genuinely Community-oriented measure. The evidence from the 1976/77 academic year is that such criticism is plainly unfounded. In the first place, even if all the projects funded had been bilateral links, which they were not, their total effect would still have constituted de facto a major advance in cooperation in multilateral terms. Secondly, the Scheme would still have made a further contribution towards "*putting the EEC on the map*" as a genuine partner in the eyes of the institutions of higher education. But over and above such theoretical considerations, many of the projects funded have some multilateral orientation (in the sense of the involvement of institutions from at least three Member States). Five of them were already actively multilateral in this sense by the end of the 1976/7 period, six others had more or less concrete plans for becoming so in the foreseeable future, and many more besides stated a more general desire in this direction. Others again, while preferring to remain bilateral themselves, were readily forthcoming with advice to others wishing to set up joint programmes in similar fields.

The "*bilateral-multilateral*" relationship is, of course, also to a certain extent dependent on the stage of development at which projects are funded, for it may well prove a sound planning principle to begin with a bilateral partnership and consolidate this before extending it to include other institutions. Indeed, two projects (76/21, 76/29) received their grants specifically with this extension exercise in view. Taking into account the fact that in addition to those mentioned above there were also several others which extended their link to further departments and/or institutions in their own countries, it may be said that on the whole the projects have more than satisfactorily fulfilled the expectations placed in them as "*multipliers*" or "*catalysts*" (137) - an intention explicitly stated by many of them in their original applications.

V.3 PERSPECTIVES FOR FUTURE DEVELOPMENT

The verdict to emerge from the foregoing assessment of the efficacy of the EEC Scheme is, therefore, highly favourable. But as with all new ventures, this one, too, is bound to pass through an early phase of learning from experience before it can attain full maturity. The present report is intended as a contribution to that process, and it therefore seems appropriate to close with a number of suggestions, many of them proposed by the project directors themselves, for improving the Scheme still further. In doing so, the distinction should be drawn between comments on the future development of the Scheme in its existing form as an instrument for planning and evaluation, and a second group of suggestions related to the possible extension of the Scheme.

1. Future development of the Scheme on its present basis

Considering first some future perspectives of the Scheme in its present basic form, the initial point to be made is the need for continuing flexibility in the interpretation of the Scheme's terms of reference.

This relates firstly to the type of joint programme to be promoted. For, as MASCLET (138) rightly points out,

> *"Exchange is in its early days and is still on a very small scale. Great care must be taken not to reject initiatives because they fail to conform with previously defined criteria. There have been successful exchanges which fit into no potential category and others, planned in accordance with arbitrarily defined ideas which have failed."*

As we have seen in the present report, a number of joint study programmes have evolved which, while corresponding unreservedly with the aims of the Scheme, would not necessarily comply with the precise wording of its specifications if this were to be too rigidly applied. This is due not least to the differing requirements of different subjects. For example, in a discipline as subject to public control as medicine, the institutions' latitude for joint academic planning may be greatly curtailed ; but this should not preclude the promotion of programmes such as 76/18 which are seeking ways, notably by means of mutual recognition procedures, for exploiting such latitude to the full. Another instance is that of the "joint project", which has emerged as a form of programme particularly well suited to certain disciplines. Actual contact time on such projects may be relatively short, but provided that the project includes jointly planned phases of preparation and subsequent write-up which extend its overall duration to three months, such a programme should certainly be allowed to benefit from the Scheme. Thirdly, support should continue to be given to programmes involving the joint production (or mutual adaptation and translation) of teaching modules, even where these do not necessarily involve mobility of persons.

The second major recommendation on interpretation of the Scheme's present terms of reference concerns the duration of EEC funding. The present report has shown beyond doubt that a joint programme takes a considerable amount of time, usually between two and three years, to establish. Depending on the stage of development at the time of initial EEC funding, therefore, more than one year's support will in most cases be necessary if maximum benefit is to be derived. This does not necessarily mean that the full ceiling amount needs to be repeated each year. Several institutions have indicated that a smaller amount, repeated over a longer period, would be sufficient and the progress made by projects which have enjoyed such grant renewals to date (76/7, 8, 10, 12, 20, 28) all lend weight to this view. This naturally raises the question as to the overall duration of EEC planning support. On this point, project directors' opinions differ. Some subscribe to the view that by the end of, say, a three year development period, the institutions themselves should take over completely, while others argue that even a low level of ongoing EEC support for evaluation,

monitoring and even for the updating of teaching materials would be invaluable :

> *"With present national constraints on the budgets of our institutions, the logistical support and psychological climate essential for such detailed and prolonged contact is highly unlikely to be forthcoming from the national governments concerned and it is felt very strongly that the Commission must continue to concern itself with this matter as a priority, since what is at stake is precisely the creation of a European dimension in higher education"* (76/29).

In many cases cooperation on a joint study programme leads to one or more of the following extension plans :

- extending the existing programme to other forms of cooperation within the terms of the Scheme ;
- extending the existing programme to other institutions ;
- developing a similar programme with other institutions ;
- developing a different (additional) programme with the same institution(s) ;
- developing a different programme with different institutions.

Each of these models involves the use of expertise obtained in the development of joint programmes for the production of more of these. Not only is this likely to constitute a good basis for the success of the new programmes, but it also shows that the *"snowball effect"* to which the Scheme was hoped to give rise is indeed occurring. Subject to the availability of funds, therefore, there should be no objection in principle to the awarding of grants for the above-mentioned purposes.

With regard to the administration of the Scheme, the most apparent need for improvement lies in the modalities for dissemination of information on its very existence and its precise nature. Though warnings to the effect that too much information can be just as detrimental as too little (139), it is plain from talking to project directors that in a large percentage, possibly even in a majority of cases, they learned of the Scheme more by good luck than good management. The answer does not appear to lie in developing a unified strategy. Since the *"structural heterogeneity of the information channels"* (140) in Member States is likely to continue at least in the medium term, the approach must be dovetailed to the situation in each. Ministries of Education and Rectors Conferences are only two of the many channels available, and indeed one project director suggested that rectors may in some cases even be actively unwilling to pass such information on for fear of incurring operational costs at a later date ! Advice should be taken on this matter of information from project directors themselves and from national mobility agencies, both as active partners in the publicity drive and as regards the general and specialized publications (newspapers, periodicals, journals, etc.) which would be suitable as dissemination media. And novel ideas should not be spurned : at a recent DAAD meeting to discuss that organization's above-mentioned *"Integrated Study Abroad"* scheme, the view was expressed that lifts often make the best noticeboards !

Three other more minor points with regard to the Scheme's administration seem worthy of brief mention. Firstly, the lack of contact between central administration and departmental levels has on occasion given rise to problems regarding the management of the EEC grant. For this reason, project directors recommend that they receive copies of all correspondence between Commission and registrar. Secondly, the view has been put forward that more help from the Commission on the presentation of submissions would have been appreciated, though the author is not aware of any instances where such assistance, if requested, has been denied. Thirdly, there has been a tendency to rely on informal requests for further funding, included in the previous year's report. Since a formal application for such renewals is required, project directors should be notified of this in good time.

Neither the Commission nor the institutions participating in the Scheme regard cooperation between the two as being terminated as soon as the cheque changes hands. Both see the need for some kind of continuing contact. Furthermore, the Report has shown that there is considerable need for an improved cross-flow of information between the institutions engaged in the joint programmes. The following are among the measures which might be adopted to facilitate such contacts :

- regular (or at least repeated) visits to the projects by those responsible for management of the Scheme, if possible at the time of joint planning meetings, in order to enable discussions with both/all partners to take place ;
- publication of a Newsletter as a communication forum for factual and conceptual developments in the field of joint programmes (and for announcing offers of grants, scholarships and the like), the main input to come from project directors themselves ;
- distribution to all project directors of any evaluation reports produced on the Scheme ;
- provision of EEC resources for mutual visits of directors of different projects ;
- annual meeting of project directors with the Commission ; this appears to be an indispensable measure for several reasons :
  - . regular feed-back for the Commission on the efficacy of the Scheme ;
  - . opportunity for the Commission to inform project directors of other relevant developments in the work programme of DG XII ;
  - . cross-flow of information between projects ;
  - . dissemination of information on relevant Member State level programmes (and on other joint programmes outside the framework of the EEC Scheme) through involvement of representatives of national organizations concerned with the promotion of mobility ;
  - . instrument for improving publicity on the Scheme by ensuring full coverage in the media.

After the specific recommendations made above, reference must also be made to some of the more general aspects of EEC policy with regard to

the scheme in its present form :

Firstly, the distribution of participating institutions according to Member State is still somewhat unbalanced. Measures should therefore be taken to redress this situation by concentrating the publicity drive on the underrepresented countries and holding intensive discussions with all bodies who may be able to help diagnose and cure the problem.

Secondly, in the interests of a comprehensive and coherent Community policy, the Joint Study Programmes Scheme should be integrated as closely as possible with other Community actions. This is particularly true of any measures which may eventually be introduced to support the operational stage of programmes, such as student grants (vid. infra) but it also applies to those in the area of support for language instruction courses and, in particular, to the Community scheme of "*Grants for the Support of Short Study Visits by Teaching and Administrative Staff and Researchers*". For the objectives of this latter scheme, as expressed in paragraphs 3 and 4 of its specifications, appear ideally suited to facilitating the contacts which may subsequently lead to the establishment of joint study programmes :

> "*3. The grants are intended to foster the development of co-operation in the field of higher education by increasing contacts between higher education institutions.*
>
> *4. The underlying aim of the scheme is to extend knowledge and experience so as to multiply in the longer term opportunities for collaboration between institutions of higher education in the European Community. The selection of applications by the Commission will accordingly be based on the extent to which the proposed visit has a specific and clearly defined purpose and may be expected to contribute to this Community objective*" (141).

But coordination with other EEC schemes is in itself not enough. In addition, close cooperation should be sought with the various mobility agencies at Member State level who sponsor similar schemes and/or provide the subsequent funding to make joint programmes fully operational. Under the general heading of "*complementarity and overlap*", the questions to be discussed might include the following :

- priority areas (142) in terms of subject, type of programme, type of institution ;
- pros and cons of double funding and "*stocking up*" (national and EEC) and measures to ensure exchange of information on projects (to be) funded ;
- rôle of EEC Scheme in facilitating reciprocity where only one participating institution can receive national planning support funding.

Whether or not the establishment of a permanent (143) committee of such agencies at EEC level is called for, regular joint consultations with

them are not only indicated by the exigencies of coordinating national and EEC schemes as outlined above, but could also prove invaluable in advising the Commission on the development of its policy for higher education mobility in general.

2. Possible extensions to the Scheme

The above-mentioned recommendations relate to measures for the further improvement of the Scheme on the basis of its present terms of reference. If we now turn to possible extensions of its scope, two frequent proposals are to be heard :

- extension to include the promotion of initial contacts ;
- extension to include operational support after the programme has been planned.

As far as the first of these possible extensions is concerned, i.e. into promoting the initial process of establishing contacts between institutions desirous of developing their relations with partners abroad but without the personal contacts for doing so, opinions vary as to the advisability of EEC involvement, or indeed any involvement by an "*outside*" body. Thus MASCLET suggests that the EEC should "*provide a technical service for universities establishing links especially for purposes of student exchange, who find existing procedures unsuitable*" (144), whereas the British Council (145) takes the opposite view :

> "*The experience of the past few years suggests that links should be allowed to grow like plants rather than to arrive with the force of meteorites from outer space - outer space being the habitat of link-brokers. The demand most comfortably arises within the department itself, even if certain useful intermediary functions can be performed by outside bodies. This point seems to be of critical importance these days with the very rapid increase in links shown by new institutions and new departments, both in this country and overseas*".

Valid though the latter position may be in theory, it does however militate against institutions which do not possess the resources for providing their staff with the opportunities for international contacts of the kind which commonly lay the basis for joint programmes (cf. Chapter II above). There can be no doubt that the demand for cooperation is far from exhausted, and at the least the question of possible EEC involvement in satisfying that demand should be borne in mind for discussion with project directors and national mobility agencies at the meetings suggested above.

But if opinions differ on the extension of EEC activities into the promotion of initial contacts, those of project directors at least are unanimous in recommending some form of Community involvement in the provision of operational funds after completion of the planning phase.

The problem is nicely stated in the application received from 76/5 :

> *"Without some form of assurance as to the form and extent of funding in the phase of operationalisation itself, planning of such joint programmes of study is impossible - unless of course the EEC is merely interested in the planning process itself without regard for realisation in the foreseeable future of the projects thus planned"* (146).

And right though MASCLET and MERCEREAU are in stressing that the "*EEC should not give the impression that it has a bottomless purse which can solve all problems*" (147) and that institutions of higher education should beware of "*a blind enthusiasm which transfers to the Community the hopes and expectations disappointed by national authorities*" (148), there is clear evidence that without some form of EEC backing the impact of its Joint Study Programmes Scheme in boosting intra-Community mobility will be at worst insignificant and at best remain far below its true potential.

The types of Community backing which project directors see as being required, are related to the sectors listed in the section on "*Financial Problems*" in Chapter IV above.

The most important single area for action appears to be that of students' travel and maintenance grants, which are mentioned as a significant problem in almost all reports on student mobility based programmes. Three mutually complementary types of Community action are seen as being required :

- vigorous initiatives for a radical reform of national grant-awarding procedures to make home-country grants at all levels and in all subjects tenable abroad ;
- measures to compensate students for differences in the cost of living (and books !) between Member States in cases where grants are tenable but inadequate ("*topping up*") ;
- introduction of a scheme of Community grants, with an adequate quota of such grants to be reserved for students going abroad in the framework of joint study programmes developed under the auspices of the EEC.

Secondly, similar Community funding is required for members of staff engaged in teaching integrated course segments of joint study programmes, with provision for travel costs and compensation for differences in salary (149). Alternatively, the financial support might be provided at the host institution (150).

As noted in the "*Problems*" chapter above, increasing difficulty is currently being encountered with regard to finding adequate numbers of industrial placement slots. This has led to the suggestion that the EEC consider subsidizing employers willing to accept foreign students for industrial training.

Finally, in several Member States there is a lack of available resources for providing intensive language courses for visiting staff and students, and it is felt that Community action in this respect could do much to equalize the linguistic imbalance which so markedly affects the mobility flows within the Nine.

Clearly, it would be impossible for such measures to be introduced across the board for an unlimited number of projects "*at one fell swoop*". Participating institutions appreciate this, knowing that Community funds for this sector are far from inexhaustible, and this has given rise to the idea that as a first step, a certain number of pilot projects be selected for receipt of operational funding on a trial basis (151).

The actual amount of Community support required is generally not considered to be very substantial. It is felt that even a limited level of such ongoing support would have both a significant symbolic effect in encouraging governments and institutions alike to put more weight behind solving the other problems involved (and quite possibly in attracting matching funds from private foundations), and practical effect in enabling the joint programmes planned with EEC help to leave the drawing-board stage. As the project 76/6 report put it,

> "*even with modest support, then, the two departments could enrich each other's work far beyond what has been achieved already. We would therefore suggest that the Commission give serious consideration to supporting such links on a longer-term basis in order to maximize the benefits to the individual institutions and the Community at large*".

As befitting an evaluation report, the concluding recommendation for the Scheme's future development relates to the necessity for its ongoing evaluation (152). For whatever the relative merits or shortcomings of the present report, "*continuous assessment*" should be considered an integral part of the Scheme's structure. Such an assessment process might consist of four elements :

- minor annual cross-sectional report tracing statistical trends and indicating important new developments ;
- major biennial cross-sectional evaluation report of the same dimensions as the present one ;
- short-term longitudinal study on student and staff expectation and experience ;
- long-term longitudinal study to measure the eventual relevance of joint study programmes in academic and above all employment terms for the students concerned.

The present report is but an initial link in this hopefully continuing chain. Based as it is merely on one full year's programme, with

statistical reference to the second, it is of necessity of a preliminary nature. Nonetheless, it has revealed that the "*joint study programme*" is a viable model for promoting international cooperation in higher education "*at the grass-roots*". This may seem a modest approach to a problem of such magnitude, but in the long run it promises to be more effective than high-flown phrases :

> "*Europe, too, will be a community to the extent to which the nations succeed in having hundreds of close contacts at a number of lower levels*" (153).

o0o

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3) Ibid., pp. 12-13.

Thus also Edwin H. COX : Academic Recognition of Diplomas in the European Community. Present State and Perspectives.

EEC Document XII/1130/77-E, pp. 31, 42-4.

4) See Chapter IV below.

5) Commission of the European Communities : Admission to Institutions of Higher Education of Students from Other Member States. A Consultative Document.

EEC Document XII/1151/77-rev. (based on a report submitted to the Commission by CERYCH, L. and SMITH, A.), p. 1.

6) In : Official Journal of the European Communities. No. C 38/1-5, 19.2.76.

7) RÜEGG, Walter : "Les relations entre les Communautés européennes et les établissements d'enseignements (sic) supérieur en Europe. Le point de vue des universités".

In : CATY, G., CERYCH, L. et al. : Université et Société. Pour une politique européenne de l'enseignement supérieur. Bruges : De Tempel Tempelhof, 1974 (=Cahiers de Bruges, 32), p. 259 (translated from the original French).

8) Op.cit., p. 38, a view shared J.C. MASCLET : The Intra-European Mobility of Undergraduate Students. Paris : Institute of Education of the European Cultural Foundation, 1975.

9) MERCEREAU, Félix-Paul : "Les relations entre les Communautés Européennes et les établissements d'enseignement supérieur en Europe. Le point de vue de la Commission des Communautés Européennes".

In : CATY, G., CERYCH, L. et al. : Université et Société. Pour une politique européenne de l'enseignement supérieur. Bruges : De Tempel Tempelhof, 1974 (=Cahiers de Bruges, 32), p. 242.

10) Among the commentators who have recently come out in favour of such "organized" mobility are J.C. MASCLET, op.cit., Edwin H. COX, op.cit., Guy NEAVE, "France", In : BURN, Barbara B. (ed.) : Higher Education Reform, q.v., p. 38. An alternative expression is that of "rational" as opposed to "uncontrolled" mobility, as used in Recteur Jean CAPELLE's final Report on Special Project Mobility, Strasbourg : Council of Europe, 1976 (=Document CCC/ESR/PSM (76/2), p. 10.

11) This scheme, very similar in objectives to the EEC Scheme, also provides a measure of initial operational funding. Since the inception of the EEC Scheme, the German Academic Exchange Service has introduced a programme known as "Integrated Study Abroad", the conceptual framework of which clearly owes much to that of its EEC predecessor. Again, this programme provides funds not only for planning purposes, but also ongoing operational funding, in this case in the form of student grants and resources to enable monitoring visits by staff, but it is restricted to the university sector, concentrates on certain subject areas and is not reciprocal, relating as it does only to German students abroad. Neither the British Council nor the DAAD Scheme is limited to the area of the EEC.

12) There are, of course, a number of other joint programmes not (yet) supported by the EEC. MASCLET, op.cit., pp. 50-51, lists eight (with varying degrees of jointness), and there may well be several more.

13) Cf. Chapter III below.

14) LOBKOWICZ, Nikolaus : "Final Report" /on the 12th Session of the Standing Conference of Rectors and Vice-Chancellors of European Universities/.

In : CRE-Information 34 (2nd Quarter 1976), p. 47.

15) Ibid.

16) Cf. EARLS, Gerald W. : "Some Reflections on the Problems and Opportunities of International Co-operation between Higher Educational Institutions and Systems".

In : Higher Education in Europe (Bucarest : UNESCO/CEPES), November-December 1977, p. 31.

17) This is, of course, only one of several types of mobility implicit in the "joint study programmes" concept. But, as we have seen above, the statement appears to hold good for staff mobility also.

18) MASCLET, op.cit., p. 57.

19) In addition, of course, operational aims were stated, i.e. in each case the aim of establishing the particular type of joint programme concerned. These types will, however, be discussed in context in Chapter III below, and can therefore be left out of account here.

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20) There is, of course, a certain degree of overlap between the two - perhaps more so with joint programmes than orthodox ones. For a period spent working with students from another country is likely to be beneficial not only from a purely academic point of view, but also more generally in broadening students' horizons.

21) Op.cit., p. 39.

22) This is one of the factors which makes identification of "content related to European integration" as a separate and specific type of joint programme problematical. Cf. Chapter III below.

23) Quod erat demonstrandum. Cf. the remarks on the necessity for long term evaluation of the effect of joint programmes on graduate employment prospects on page 14 above and in the concluding chapter below.

24) Op.cit., p. 17.

25) MERCEREAU, op.cit., p. 247 (translated from the original French).

26) COX, Edwin H. : "EEC approaches to entry that could do Britain some good".

In : The Times Higher Education Supplement, 12.5.1978, column 1.

27) E.g. British Council : A Survey of Academic Links 1974. Collaboration and Exchange between British and Overseas Institutions of Higher Education. London : British Council, 1974.

SCHNEIDER, Gertrud (ed.) : Übersicht : Partnerschaften und ähnliche Vereinbarungen zwischen deutschen und ausländischen Hochschulen. Bonn-Bad Godesberg : Westdeutsche Rektorenkonferenz, 1977.

Secrétariat d'Etat aux Universités, Analyse thématique des Accords entre Etablissements d'Enseignement Supérieur français et étrangers (typewritten document). Paris, Secrétariat d'Etat aux Universités, 1977.

28) This evaluation is contained in the publication referred to in the previous footnote, pp. vii ff. It should be noted, however, that the British Council document is naturally based on a broader concept of the "link" than that of a "joint programme of study". The Council author defines this concept as follows (p. xi) :

> "A link is taken to mean an understanding, whether formal or informal between departments, faculties, or universities (and their equivalents) for the exchange of information, expertise, staff, research workers or students, and for general cooperation or joint research in fields of mutual interest and benefit, with the implicit intention that contact and collaboration should continue".

29) HOFMANN, Horst : Vergleichende Untersuchung der Ausbildung zum Arzt im Rahmen der Äquivalenzbestimmungen der Partneruniversitäten Erlangen und Rennes im Studienjahr 1976/77.

Diss. Erlangen-Nürnberg, 1978.

30) J.C. MASCLET, in fact, in his report referred to above, sees this as the most important aspect of the Commission's rôle :

> "Though most requests are for financial help, this is not the best way of stimulating exchange. Technical assistance should be preferred whenever possible." (op.cit., p. 60).

In the view of the institutions concerned, as we shall see in Chapter V below, this is perhaps an exaggeration !

31) In response to such suggestions, the Commission has since indicated to project directors that although it would not feel it appropriate for the Commission to become institutionally involved, for example by actual membership of committees, in what it considers to be an activity basically in the realm of academic autonomy, it would be most pleased to participate in planning meetings or other events connected with the EEC-funded joint programmes wherever the institutions concerned feel this to be desirable.

32) Op.cit., p. xiv.

33) Ibid., p. viii.

34) The British Council, for example, defines its rôle in this respect as follows (ibid., p. x) :

> "A great number of the existing links between departments had their origin in visits, training attachments or exchanges sponsored by the British Council. Since the link has developed over the past 15 years as a powerful instrument of inter-university collaboration and in some ways makes that collaboration more coherent and effective, absorbing and channelling much of the energy of these massive movements of academics, the Council's attention became increasingly focused upon them".

35) The reverse, however, is not true, i.e. not all "student exchange-type joint programmes have developed from situations where student exchanges formed the first type of cooperation embarked upon.

36) Without going into detail, MASCLET also draws a similar distinction with regard to the origins of joint programmes :

> "Many agreements between universities grow out of personal contacts between their staff, sometimes the result of chance meetings at a conference but increasingly often the consequence of deliberate attempts to find a partner for cooperation" (op.cit., p. 45).

37) Cf. British Council, op.cit., pp. xix-xx.

38) The (anonymous) author of the British Council evaluation referred to above (op.cit., p. xii) refers to what he or she terms "the essentially temporary nature of an agreement between departments". In fact, however, within the general limitations imposed by the transience of all things, and in particular higher education funding, there is no fundamental reason why many of the programmes developed under the EEC Scheme should not become permanent features.

39) British Council, op.cit., p. xv.

40) Indeed, it was illustrative of the felt need for close cooperation that several project directors invited the responsible officials from the administrative sections to be present at the discussions with the author without having been specifically requested to do so.

41) Cf. Appendix 3, which contains some specimen examples of such agreements.

42) LOBKOWICZ, op.cit., pp. 49-50. The British Council (op.cit., p. xv) author comes to the same conclusion. Conversely, however, the Council of Europe's "Special Project Mobility", dealing with postgraduate students and staff, recommended that

> "Encouragement should be given to the conclusions (sic) of agreements between universities and research departments to promote study or information trips, and to any measures which might help to develop personal relations".(In : CAPELLE, Report on Special Project Mobility. Loc.cit., Pt.II, p. 10, Recommendation 3).

43) MASCLET, op.cit. p. 14. The author does not share this view, for reasons which will be discussed in context at a later stage of the present report.

44) In the present report, we have preferred to distinguish between "first degree" programmes and others, since - in view of the need to encompass the whole diverse area of tertiary education across all the Member States of the EEC - the orthodox distinction between "undergraduate" and "postgraduate" programmes becomes virtually impossible. This is also a problem encountered by J.C. MASCLET in his report mentioned earlier in this chapter, and one which he "solved" only at the expense of restricting his view to the university sector (cf. MASCLET, op.cit., pp. 6-7).

45) These projects were therefore receiving their EEC grants mainly in accordance with that part of Paragraph 4 in the terms of reference relating to support for evaluating existing projects for the purpose of making them known to a wider public in the Communities.

46) Two of them (76/8, 76/10) involve the University of Essex, and it is perhaps no coincidence that the University's Vice-Chancellor, Professor SLOMAN, has several times gone on record as giving priority to postgraduate rather than undergraduate mobility (cf. MASCLET, op.cit., p. 14, footnote 1).

47) The four institutions also agreed on the advisability of nominating one institution as overall coordinator.

48) Much greater implementation problems are encountered as soon as the duration of stay is extended, as we shall see under the heading of "problems" in Chapter IV below.

49) In his article referred to above, G.W. EARLS draws attention to the importance of finding appropriate formulae for the solutions to this type of question. For EARLS, "inexperience in administering courses" can be one of the major hindrances in planning and implementing joint programmes :

> "there are marked differences in the structures of the new institutions of technology concerned with tertiary education in different countries. In some, the administration is undertaken partly by academics, in others it is delegated entirely to administrators, yet some common formula has to be found in operating a joint programme. This leads to a marked difference in the relationships between staff and students in the different institutions and students have to be equipped to cope with such differences as they proceed through the course, indeed one of the important criteria for the selection of students is their ability to tolerate such differences" (op.cit., p. 33).

50) MASCLET, op.cit., p. 45.

51) Commission of the European Communities : Grants for the Development of Joint Programmes of Study between Institutions of Higher Education in Member States of the European Community.

EEC Document XII/482/76, § 3.

52) A fairly similar taxonomy is used by EARLS (op.cit., p. 30), who "distinguishes between two variables - the intensity of cooperation and the level of the course".

53) Strictly speaking, these categories are not of course altogether mutually exclusive. As will become evident from the examples chosen, this is particularly true of types 3 and 4, the border-line between which may well be fairly fluid, notably in the initial stages of a module's implementation. And there are other programmes, too, which combine a certain degree of various different forms of mobility. For example, not only student exchange but also a number of staff visits are planned by projects 76/3, and 76/11. However, these are isolated cases which do not affect the classification's basic validity. In fact it is a characteristic of almost all the programmes supported that they have given rise to what might be termed originally unintentional but beneficial by-products, and these will be taken briefly into consideration when assessing the Scheme's overall efficacy in Chapter V below.

54) Cf. ref. 42 above.

55) Prospectus of the King's College London Law Faculty 1977/8, p. 9.

56) Ibid.

57) The Ecoles Supérieures de Commerce seem to be particularly adaptable to joint programmes as a glance at Appendix I will show. Particularly noteworthy is the fully integrated programme 76/21 which was referred to at length in the previous chapter on planning methods.

58) Op.cit., pp. 249-250.

59) As in the case of this quotation, the following description is mainly based on the application and reports submitted by the two institutions, sometimes verbatim.

60) This model (theoretical studies at the student's home institution placed in perspective by empirical observation abroad) is a characteristic of a number of other projects also, e.g. 76/20 (regional studies), 76/32 (youth studies).

61) The following description is based extensively and often verbatim on the report submitted at the conclusion of the 1976/77 period. Certain changes may, therefore, have arisen in the final implementation phase leading up to initial student intake, projected for 1978/9.

62) It will be noted that in the four student mobility-based programmes described in the present chapter, the period of stay abroad for the students involved ranges from six months to two years. This reflects the opinion voiced by many project directors that in view of the adjustment to a new academic, social and (usually) linguistic environment, half an academic year is the absolute minimum period if genuine benefit in academic terms is to accrue.

63) Another such case in point is the joint programme in international monetary policy between the universities of Kiel and Paris IX (76/15), but this project is not yet operational, for reasons to be discussed below in due course.

64) As in the case of this quotation, the following description is based extensively and often verbatim on the project report/application 1976/77.

65) The present text has in many cases been taken verbatim from the two institutions' reports ; correspondence with one of the project directors has also been used.

66) The contents of the modules as described in this section have been quoted directly from the project report.

67) As in the case of the preceding programme, the description of project 76/2 below makes extensive use of direct quotations from the project applications and reports.

68) Verbatim quotations have again been taken from project documents for the purposes of this description.

69) Ibid.

70) Much of the present text is again taken directly from project documents submitted.

71) The present description includes verbatim quotations from project documents, translated from the original German and French.

72) The necessity for involving students in the planning of joint programmes is stressed by a number of project directors, notably those responsible for 76/32 (youth studies).

73) The principle of "pairing" students from the different participating institutions is a common factor of most of the "joint projects" developed under the EEC Scheme (see also 76/14 above), and constitutes a feature of some of the other programmes also (e.g. 76/16).

74) Scheme details (EEC Document XII/482/76), §3 (c).

75) As stated in the "Interim Report".

76) Op.cit., p. 41.

77) Transposed from the original German. The operative words are "full-length", however, for the professor putting forward this view goes on to make a proposal for a coordinated four-month joint project with a partner institution in the United Kingdom.

78) MASCLET, op.cit., pp. 41-42, 72, follows this argument and includes it in his "Recommendations" as relating to all Member States. MASCLET errs, however, in suggesting that it is the actual brevity of courses itself which causes immobility. British first degree courses, as he himself mentions, are among the shortest in the whole of the EEC, yet British students are among the most mobile, mainly because so many British courses actually prescribe a period of study abroad as an obligatory course requirement.

79) None of the fully integrated, full degree-length joint programmes supported by the EEC in 1976/7 involves a German institution. However, outside this context, negotiations have recently been completed between the Fachhochschule des Saarlandes (Saarbrücken) and the University of Metz to provide a joint degree programme between the Fachhochschule and the University's IUT for Business Management, leading not only to the award of both institutions' qualifications, but also to a jointly awarded certificate ; the first student intake is scheduled for the 1978/79 academic year.

80) Op.cit., p. 32.

81) Cf. COX : Academic Recognition of Diplomas, loc. cit., which lists and assesses these agreements.

82) In some, of course, there are some courses for which governmental authorities have formal jurisdiction, for example the Staatsprüfung examinations leading to various public service careers in the Federal Republic of Germany.

83) Here the report on the Cardiff-Leuven programme based on staff mobility springs to mind : "It seemed not appropriate to let visiting teachers participate in the supervision of papers" (76/23).

84) EARLS, op.cit., pp. 30-32.

85) OECD [Dorotea FURTH et al.]: Selection and Certification in Education and Employment, Paris, OECD, 1977.

86) It should be noted that this term is used here in the general sense as the antonym of "international", not with its technical connotation, as for example in the French antithesis "diplôme national/universitaire".

87) The difficulties may, of course, concern one side of the partnership only. Thus the implementation of the Kiel-Paris IX project in international monetary policy (76/15) has had to be postponed because the overall course of study at Kiel into which the joint programme was to be integrated has taken longer than expected to pass through the various stages of approval necessary.

88) As the 76/22 C.N.A.A.-validated programme shows.

89) Thus MASCLET (op.cit., p. 53 ; cf. also pp. 36, 38, 55) considers that in the current (1975) situation, "arrangements for equivalence are less likely than ever to become a driving force. They do not appear capable of arousing an extensive movement of exchange on their own", and Edwin COX in his recent major study on equivalences carried out on behalf of the European Commission comes to similar conclusions : "The solution of equivalence problems will not of itself ensure free movement" (COX : Academic Recognition, p. 3). This study is both the most recent and most comprehensive of its kind on equivalences within the EEC, and - especially as it may well have an influence on Community policies in this sector of activity - it will be referred to extensively in the present section. One may, in fact, doubt whether in itself equivalence has ever been a truly motivating force, since in times where such spectres as standard durations of study, numerus clausus (and - vid. infra - early marriage !) had not yet raised their ugly heads, the absence of such equivalence did not seem to deter students unduly from studying abroad.

90) Thus Edwin COX, in his report for the EEC cited above (cf. reference 87), while questioning the ability of equivalence to solve mobility problems on its own, nonetheless believes that the "importance for student mobility within the Community, of the mutual recognition of academic qualifications, can hardly be overstressed" (ibid.) ; and Hansgerd SCHULTE, President of the German Academic Exchange Service, similarly sees equivalence arrangements as being "the sine qua non of free movement" (op.cit., p. 23).

91) COX : Academic Recognition, loc. cit., p. 31.

92) Loc. cit., p. 6. MASCLET, op.cit., p. 37, is of the same opinion with regard to these Conventions.

93) MASCLET, op.cit., p. 37.

94) On page 6 of his above-mentioned final report, Recteur CAPELLE expresses the view that a "great step forward will have been taken in favour of mobility for postgraduate students when a correspondence of the structures of higher education has been achieved".

95) Academic Recognition, p. 38. COX favours the second approach, "on the ground that it is both feasible, given goodwill, and desirable for educational reasons" (ibid.), though as he himself points out there are a number of approaches in between.

96) LOBKOWICZ, op.cit., p. 51, makes an impassioned plea for preservation of diversity as follows :

> "There is virtually nothing, it seems to me, that could be more harmful to European culture than any attempt to wipe out differences between the nations. If we consider international cooperation and mobility to be a meaningful end, we should fight all tendencies to erase national differences. For why should we encourage students to go abroad if they will find the other country to be only a duplicate of their own ?".

97) Academic Recognition, pp. 40-41 (my italics).

98) Translated from the original French.

99) This is to some extent a facile argument in any case, akin - as a speaker at a recent EEC meeting put it - to rejecting marriage on the grounds that (at least in monogamous social systems) it implies discrimination against all those whom one does not marry !

100) A recurrent theme of many reports, the need for such close staff cooperation was stressed with particular force by project 76/29 :

> "it was clear that if the long-term objective of 'compatible course-planning' (which we identified as the only way to overcome the 'structural' obstacles in the path of the Commission's stated policy of encouraging a much wider and more readily available student-exchange programme) was to be achieved, then a sine qua non was wider and more intensive joint consultation between course-planners and that, in turn, depended on the creation of entente not only at administrative levels but also, and crucially, at the level of academic concept and methodology (...).
>
> The representatives of the four institutions became convinced in the course of their discussions that the issue of the creation and management of student-exchanges is organically

linked to the issue of reciprocal influence between the teaching staffs responsible for the educational process. Student-exchange arrangements can only flourish in the context of the creation of an international and specifically inter-institutional community of scholars which can develop a new type of educational philosophy specifically relevant to student-mobility within the institutions of Higher Education of the Community : such a philosophy depends absolutely on the active involvement of teaching staff in shared forms of professional activity both in terms of academic teaching and research and in those of the formulation and implementation of educational objectives closely related to the needs of their students".

101) MASCLET, op.cit., p. 41, warns that "the practical effect of such measures should not be exaggerated. The number of foreign students has still room to increase considerably before the set limit is reached ; the quota is larger than the current capacity for 'exportation'", but this is not true of medicine and allied subjects which are oversubscribed in all Member States.

102) Admission to Institutions of Higher Education (cf. Bibliography no. 5).

103) Loc. cit., p. 11, Recommendation 9.

104) Academic Recognition, loc. cit., p. 42. Cf. also pp. 4, 29.

105) Trinity and All Saints' Colleges, Leeds (76/11) were more fortunate in that for their link with the Pädagogische Hochschule Westfalen-Lippe they were able to involve students on courses (e.g. on media and communication) other than teacher training pure and simple.

106) Cf. British Council, op.cit., p. xix. MASCLET, op.cit., pp. 48-49, describes the various national and international bodies which have been established to channel placements by aligning supply with demand.

107) In addition to this problem of capacity, there are also other difficulties to be overcome with regard to such placements. Middlesex/Reims refer to these as

> "the problems of placing students in the two countries concerned when employers in the two countries have widely different constraints upon the kind of contract they can offer students as well as the sharp division between the expectations of the British and French employers" (76/22).

108) NEAVE, op.cit., p. 43, confirms this impression as far as France is concerned.

109) Cf. in particular the final report of the Council of Europe's Special Project Mobility, loc. cit., p. 11, Recommendations 4-7.

110) In fact, there is considerable difference of opinion as to whether it is preferable for visiting students to live in a hall or in private lodgings. This difference in view may even apply within one joint programme. Thus Dijon and Pforzheim appear to favour halls, Leeds and the South Bank private rooms (76/21).

111) Thus BRETTENBACH, op.cit., p. 25 (translated from the original German), for whom "adjustment" (Anpassung) is characterized by the suspect trias of "maximized performance, material well-being and conformity".

112) Op.cit., p. 33.

113) BRETTENBACH, op.cit., p. 27 (translated from the original German). The need to promote language study has, of course, been stressed on countless occasions. Thus LOBKOWICZ, op.cit., p. 50, states that "if we wish to promote students' mobility we cannot avoid forcing our students to master foreign languages". And LOBKOWICZ goes on to point out that this is likely to be all the more difficult at a time when it is easier than it has ever been, thanks to the vast amount of translation work which now goes on, to familiarize oneself with foreign scholarship without actually knowing the languages concerned.

114) Leaving aside linguistic minorities in the countries concerned, such as the German-speaking Eastern regions of Belgium.

115) However, since Germany is well represented on the Scheme, there must also be other reasons than those of a linguistic nature to account for the small number of Italian institutions involved.

116) The "Consultative Document" on admissions mentioned above, in the light of opinions voiced at a major EEC meeting of academic and government representatives in September 1977, also comes out strongly in favour of adequate linguistic training before rather than during the students' studies abroad.

117) Though (with the notable exception of 76/22 : vid. supra) there seems to be a conspicuous lack of them at British institutions. Thus at all events Edwin H. COX in his contribution on "Britain" in Higher Education Reform, op.cit., pp. 67 ff. (here : pp. 82-83).

118) Fortunately, this need has apparently been recognized by the Communities. As early as 1973, MERCEREAU (op.cit., p. 247) expressed the view that "it would be pointless to promote a vast movement of contacts, connections and joint ventures without backing this up by an appropriate linguistic policy" (translated from the original French). More recently, of course, the Ministers of Education have included such measures in the Action Programme for Education voted in February 1976.

119) This view is shared by the directors of project 76/29 quoted above, who recognized the

"need to develop and evolve specific programmes with well-defined content as the basis of advertisement and recruitment. An evolving Faculty exchange would have a halo effect in the development of student exchanges".

On this point I find myself at variance with the generally excellent report by MASCLET - one of the relatively few commentators to use the term "motivation" in its precise meaning. Reflecting that "for the great majority of disciplines" the "undergraduate" student (vid. infra) "does not acquire knowledge abroad which cannot be obtained in his own country" (op.cit., p. 14), and therefore acquiescing - seemingly against his better convictions - to the view that whatever the drawbacks of this situation, most progress is likely to be at postgraduate level, MASCLET resigns himself to the sort of exhortation whose efficacy he himself has earlier called into question :

"Nonetheless it is our feeling that exchange should be developed, in an appropriate manner, in all disciplines, not for academic and pedagogic reasons but for others, broader and less immediate" (ibid).

120) Thus LOBKOWICZ, op.cit., p. 51.

121) British Council, op.cit., p. xvii.

122) This should not be inferred to mean that all the institutions in country A are poor and all in country B poorer still, but rather that in any given country there are both poor and poorer institutions.

123) For example, one institution, requiring of its students a period of study abroad, may feel obliged to provide considerable sums to facilitate staff visits for monitoring the progress of the students concerned, whereas the partner institution, with no such obligatory course requirement, may be much less well endowed in this respect.

124) Both the British Council survey and the MASCLET Report seem to me to overestimate quite appreciably the amount of institutional resources available.

125) E.g. University of Frankfurt.

126) SCHULTE, op.cit., p. 25 (translated from the original French). The lapse is perhaps understandable, for German grant-awarding regulations are among the most liberal, and currency rates of the Deutschmark into the other European currencies among the most advantageous (cf. reference 128 below).

127) Loc. cit., p. 11, Recommendation 7.

128) There are exceptions, however. Thus the German Federal Student Aid Act (Bundesausbildungsförderungsgesetz) not only provides for transferability of grants for one year, but also pays additional supplements of varying amounts according to the country concerned. Italian students holding a doctoral studies grant receive a 50% additional payment for study abroad.

129) MASCLET, op.cit., p. 35, in referring to this Convention, rightly points to the divergence of the theoretical and real situation regarding grants' transferability.

130) Thus Leeds Polytechnic requested a stay in discussions with Dijon/Pforzheim/South Bank (76/21) because of protracted negotiations with the Social Science Research Council, which was stipulating the length of course, reservation of a constant contingent for Leeds students abroad, presentation of details about the partner institutions' courses and so forth. In fact, however, the S.S.R.C. (as Recteur CAPELLE, op.cit., p. 33, states) is one of the more progressive grant-awarding bodies in this respect.

131) It is, therefore, in the non-language sector where most scope and necessity for Community measures appear to lie in this respect, particularly in view of the specific actions planned in another context of the Action Programme with regard to the promotion of language instruction.

132) In the "Consultative Document" on admissions mentioned above. Cf. also the review of this by COX in the Times Higher Education Supplement (q.v.) ; CAPELLE Report, op.cit., p. 32 ; COX, Academic Recognition, loc. cit., p. 42 and MASCLET, op. cit., pp. 39, 69.

133) As Edinburgh/Copenhagen (76/6) point out, however, they may in certain respects be cheaper than conventional ones. Thus, for a small department, it may well be less expensive to invite visiting staff to teach certain course segments than to employ new staff to do so - where this exists as a genuine choice.

134) The recommendations proposed by project directors for its further improvement, notably by extending it to include certain measures for operational funding, have been taken into consideration in the concluding section below.

135) The relevant recommendation made by MASCLET is somewhat narrower in scope, but his line of argument, as in several other instances, may well have influenced Community thinking on the matter :

> "This said, when should financial support be given ? It would serve little purpose for the Commission to intervene at the initial contact stage ; neither should it, in normal circumstances, intervene in the comings and goings of teachers looking for a university partner ready to try an experiment in mobility, even though this would not cost very much. If the university feels its project is worthwhile it should be willing to pay the initial costs. It would be preferable for the Communities to help towards the costs of introducing a new scheme with a view to giving it a solid foundation for future development. The most suitable time to take action would be after the planning stage but before the scheme has become firmly established", (op.cit., pp. 60-61).

136) Op.cit., p. 16.

137) The British Council, op.cit., pp. xii-xiii, stresses the rationalization aspect of such links, though slanted more towards cooperation on joint research projects, thus :

> "Just as personal contacts have frequently been rationalised or crystallised into links between individual departments, so more recently links between individual departments have tended to spread into 'consortia"-type links. The justification for this process is obvious. The two-way link enables one department to benefit from the experience, the expertise and the facilities of another. A consortium-link enables a group of departments with similar interests to pool their knowledge and to share the research load among them. This is especially important in a field of rapid advance and innovation, where equipment may be extremely expensive and the available expertise all in slightly different aspects of the field".

138) Op.cit., p. 57.

139) Cf. LOBKOWICZ, op.cit., p. 53.

140) CAPELLE, op.cit., p. 15.

141) Cf. Bibliography no. 9 (EEC Document XII/187/78).

142) Since the EEC Scheme is still in its early stages, and the intention has clearly been to involve a wide spread of subjects, types of programme and institution, the question of priority areas has not yet posed itself. However, as the Scheme develops, this may well soon become relevant. MASCLET, op.cit., p. 61; states his personal opinion on the matter as follows :

> "What kind of scheme ? We have already mentioned the danger of choosing a priori criteria for each branch or level of study, and of laying down in advance how the exchange should be organized. We stand by what we have said. Yet it seems a reasonable idea, provided that it is not allowed to exclude others, to give preference to multilateral programmes or programmes with a European dimension, to schemes between countries whose mutual exchanges have not yet sufficiently developed, and to schemes which concern the training of teachers (because of the multiplier effect). The guiding principle should be to favour initiatives which, in a particular branch of study and between two particular countries, disclose new methods of exchange and help solve problems of supervision, course design and pedagogical assessment, so that the experience gained can then be applied on a larger scale. The discovery of suitable approaches will quickly stimulate demand".

143) MASCLET, op.cit., pp. 56 ff. and 65 ff., who recommends the establishment of a permanent group, states the need for such ongoing consultations as follows :

"These bodies possess the basic techniques, the information and the know-how for arranging exchanges, and it would be highly desirable for them to be associated with the preparation of EEC policy.

In taking the initiative to create such a group, which would in practice have a consultative role, the Commission could enable problems which are at present subject to bilateral discussion alone, to be seen in a Community context. By itself this would be a step forward, but such a forum would also appeal to the bodies which organize exchanges because they feel it could help them with certain difficulties.

A group of this kind at the Community level could help the Commission to deepen its understanding of current projects, to follow attentively the movement of exchanges, and to grasp the practical difficulties encountered in arranging and developing them. It would thus be able to assist clarify the decisions which the Communities might decide to take" (p. 58).

144) Op.cit., p. 59 (underlined in MASCLET's text).

145) Op.cit., p. xv.

146) Translated from the original German.

147) MASCLET, op.cit., p. 60.

148) MERCEREAU, op.cit., p. 243 (translated from the original French).

149) The Special Project Mobility report (loc. cit., p. 32) came to similar conclusions :

"Next to the development of the right attitudes, the main factor in mobility is the amount and effectiveness of the resources devoted to encouraging visits abroad".

150) Thus the Special Project Mobility report suggested that

"where the universities' budget is financed or largely subsidised by the state, the annual budget should contain a number of appropriations exclusively destined for the pay of foreign visitors who come to teach in a university. A measure of this sort has been adopted in France, where a university which wants the services of a foreign scholar for one or two years asks for a budget appropriation for the purpose. We can only hope for a wider application of this type of measure at European level" (loc. cit. p. 35).

151) This suggestion was put forward by the Cardiff/Leuven project 76/23.

152) This view is shared by MASCLET, op.cit., p. 57 :

"When this policy is implemented very close attention should be paid to the evaluation of its pedagogical and social results and to possible changes the exchange might have brought about in the university itself. There should be a constant concern to assess the results of every initiative the Communities might decide to encourage".

153) LOBKOWICZ, op.cit., p. 53.

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Appendix 1

Summary of Projects supported by the EEC in 1976/77

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PROJECT NO.	INSTITUTIONS PARTICIPATING	MEMBER STATE	SUBJECT AREA	TYPE OF JOINT PROGRAMME	ACTIVITIES FOR WHICH THE EEC GRANT WAS AWARDED	REMARKS ON THE PROJECT, WITH PARTICULAR REFERENCE TO THE EFFICACY OF THE EEC GRANT
76/1	1. University of London King's College 2. Université de Paris I (Panthéon-Sorbonne)	GB F	English and French Law	Fully integrated joint 4-year first degree course involving 2 years' study at each institution	Planning and evaluation meetings	Students on the course, which leads to the LL.B degree of the University of London and the equivalent French qualification, are to spend the first two years in London, the second two in Paris, i.e. in binational groups, the initial intake of 14 students being scheduled for 1977/8. King's College received some 200 applications for its 7 places that year. The programme had already reached an advanced stage of planning before the award of the EEC grant, and is well anchored in the teaching programmes of both institutions. The grant was needed for meetings to finalize joint selection and examination procedures, and to evaluate the first year's programme. It is in particular this evaluation process for which the two institutions see the EEC grant as having been crucial. The first year's programme has proven very satisfactory, and the second student intake has been increased to twenty. Several other institutions wishing to develop similar programmes have been given advice by the staff concerned, in accordance with their intention intention of making it a prototype for others.
76/2	1. University of London Imperial College 2. Technische Hogeschool Delft	GB NL	Engineering Geology	Joint production of teaching modules for use at both institutions	Coordination meetings	The aim of the programme is the joint production of graded coursework exercises simulating real-life conditions and enabling students to assess and apply the data required in the context of specific engineering projects. The modules are initially for use at the two institutions concerned, the intention being to make them available to other institutions later. Over the past two years, very considerable progress in the production of the modules has been made : one has already been completed, two others are nearing completion. A report on the project will be made at an important forthcoming international congress, with a view to involving other institutions in the production and assessment of the modules. EEC support is seen as being vital for the project's success.

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76/3	1.University of Edinburgh 2.Universität Frankfurt	GB D	Politics	Exchange of students for a recognized period of study ; exchange of staff to teach part of the other institution's courses	Planning meetings 1)in the form of a joint workshop 2)during planned one-month exchange of staff	On the basis of an exchange of 3rd-year students and short-term exchange of staff, the longer term aim of the two departments was to produce a fully integrated joint study programme which would involve - students taking part of the course at the other institution - parts of the courses being taught by staff from the other institution. The planning meetings financed by the EEC enabled the administrative and financial problems involved in initiating the envisaged joint programme to be clarified and the conceptual framework for such a programme to be worked out, though the date for possible implementation is not yet clear.
76/4	1.Universität München 2.University College, Cardiff 3.Universiteit Tilburg	D GB NL	Sociology	Joint production of a one year programme for advanced students	Planning meetings ; preparation of teaching material	The aim of the programme is to produce a course designed to provide advanced students with an introduction to sociological theory in the tradition of Max Weber. Receipt of the EEC grant (over a two-year period) has allowed very considerable progress to be made. The curriculum of the proposed joint programme has been finalized, mutual recognition procedures agreed upon and an integrated joint bibliography produced - the results of a series of planning meetings held at all three institutions. The staff concerned feel that all the academic problems regarding the joint programme have now been solved. Further discussions on some of the administrative ones, e.g. student fees, will still be necessary.
76/5	1.Brunel University 2.Universität Stuttgart	GB D	Production engineering	4-month summer course for German students in Great Britain and vice versa	Planning meetings ; production of teaching materials for preparatory lectures and the courses themselves	Initial contacts date back to 1970, and industrial placements have regularly been found for the German students in Britain and vice versa. The 4-month summer programme now envisaged for production technology students, combining language tuition, theoretical lectures and industrial training, is seen as a step on the way to even closer cooperation in future. For example, the teaching of course segments by members of staff from the other institution is envisaged at a later date. Even more meetings took place than had been foreseen in the original application to the EEC. Details of the study programmes were to a large extent finalized, contacts with industry intensified, some initial translation work carried out on the production of teaching materials and a further department of the University of Stuttgart involved. The programme has since been initiated on a reduced scale, but to make it fully effective further funding for the production of teaching resources and, in particular, student grants, is felt to be necessary.

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76/6	1. University of Edinburgh 2. Københavns Universitet	GB DK	Educational Theory	Development of four course modules to be taught by staff from the foreign institution	1 major planning meeting ; 1 evaluation meeting	The two institutions had been awarded a grant under the British Council's Academic Links Scheme in 1975 to study the feasibility of student and staff exchange and research collaboration. Short-term teaching exchanges had resulted. With the help of the EEC grant, administrative arrangements for the provision of four courses by teaching staff from the foreign institution were finalised, the proposed staff exchanges carried out (albeit it on a small scale due to lack of sufficient resources) and evaluated, and outlines for future cooperation in the areas of student and staff exchanges and research collaboration agreed upon. Operational funding is now badly needed, particularly as the the intention is to involve other institutions.
76/7	1. Technische Hochschule, Aachen 2. Université Catholique de Louvain 3. Polytechnic of the South Bank, London 4. Universität Stuttgart	D B GB D	Architecture (Urban Design)	Development of modules for integration into the courses of the other institutions, with students working on modules in at least one foreign country	1 final planning meeting ; 1 evaluation meeting; production of documentation for use in the modules	The original idea for a joint programme put forward by the four institutions envisaged the production of one teaching module by each of them, on which students from any of the other institutions could work with fellow students from the host institution under the supervision of the host institution's staff. The modules, each related to the overall theme of "Housing Improvement in the Urban Design Context", would be assessed at joint meetings of staff from all four institutions. Despite inevitable difficulties resulting from the involvement of four institutions in three countries the EEC grant has been instrumental in facilitating the finalization of modalities for the scheme. The originally proposed model has been replaced by one providing for each institution to bring its specific expertise to bear on one project per year, the location of which will rotate from country to country. One such project has already been carried out and is now in process of evaluation. At least two of the departments now participating are considering establishing bilateral links involving closer cooperation still.

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76/8	1.University of Essex 2.Århus Universitet	GB DK	(Western European) Politics	Joint 1 year M.A. degree course	Planning and evaluation meetings ; production of teaching materials	The proposed course, originally to begin in 1976/7, aims at providing students with an added qualification for Europe oriented careers in government, administration, business or higher education. For example, the requirements for EEC civil service examinations will be borne in mind. Students are required to speak at least 2 working languages of the EEC. All students take the course together, i.e. in a binational group, with blocks of tuition at both institutions. With the help of the EEC grant, repeated in 1977/8, the academic, financial and administrative details of the programme were finalized, the programme's definitive inception now being scheduled for 1978/9.
76/9	1.Kgl. danske Kunstakademi 2.Polytechnic of the South Bank, London	DK GB	Graphic Design Education	Development of teaching materials for making a programme of design education available to other institutions, and evaluation of the programme's transferability	Planning meetings ; production of teaching materials, including translation expenses	The Copenhagen academy has produced a programme on graphic design education (based on Roman lettering). Stressing the European dimension of improved design ability the EEC grant was requested for the purpose of testing the programme's transferability to other European institutions. The application was warmly supported by the European Association for Architectural Education and Training. During the course of the EEC grant, the programme was trieu out on an experimental basis in 2nd-year programmes at the Polytechnic and will in due course be printed in a definitive form for future use there. The wider applicability of the programme is still to be assessed.
76/10	1.University of Essex 2.Università di Firenze	GB I	Sociology, Economics, History	Joint 1 year programme, particularly at M.A. level	Planning meetings	Although preliminary contacts had taken place before the award of the EEC grant, planning was nonetheless at a relatively early stage. The planning meetings envisaged were to serve the purpose of overcoming the structural and linguistic problems involved in establishing joint programmes. Thanks to the EEC grant, three meetings between the various departments were held, plus an additional one with the Principal of the European University Institute in Florence. The meetings enabled modalities of 3 exchange schemes involving postgraduate and senior undergraduate students and a measure of staff exchange to be finalized. Structures for cooperation with the European University Institute were worked out and proposals made for extending the Essex-Florence exchanges to other departments and institutions. The EEC grant was renewed for the 1977/8 academic year with respect to one of the courses envisaged, namely in the Social Sciences.

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76/11	1.Pädagogische Hochschule Westfalen-Lippe, Abteilung Münster 2.Trinity and All Saints' Colleges, Leeds	D GB	Teacher Training (Education + English/German)	Student exchange with full recognition	Planning and coordination meetings	Informal contacts between the two institutions have existed since the late 1960's, but major changes in teacher training in Münster and the effects of revised British teacher training policy on Leeds made more intensive discussions between the two partners necessary with a view to organizing joint programmes. The EEC grant enabled a written comparison of the academic structure of courses at the two institutions to be carried out. In addition, two meetings took place, at which measures for placing the hitherto personal contacts on a more institutional basis were adopted and various concrete exchanges (exchange of staff for short periods, student exchange and in particular a summer school in Leeds with participation of some 80 Münster students in 1978) planned. Further detailed discussions will be necessary if genuinely joint programmes (involving student and possibly also staff movement) and the accompanying recognition arrangements are to be established.
76/12	1.Liverpool Polytechnic 2.Technische Universität, Hannover	GB D	Contemporary British/German institutions	Jointly planned 1 year programme as integrated part of first degree courses, students spending 1/2 year at each institution	Planning meetings, involving representatives of the external institutions involved	Progress on cooperation has been swift since original contacts were made in 1975. Thus a number of staff and student exchanges have already taken place. The joint 2-term programme is intended for 3rd-year students at both institutions. The first term would be spent at the home institution developing the theoretical and conceptual basis for studying selected institutions in the other country. In the second term, students would carry out case-studies under the supervision of host institution staff. The ultimate intention is to develop a joint programme involving binational student groups. The 76/7 EEC grant was instrumental in allowing 5 detailed meetings, one of which was attended by a representative of the EEC, to be held at the crucial stage of final planning. Various academic and logistic arrangements were finalized, including matters relating to selection, preparation, monitoring, evaluation and accommodation of students, and contacts with the external bodies involved intensified. For example, the Lord Mayor of Hannover took part in one of the meetings ! In addition, possible extensions of the project to include other departments were discussed. In view of this progress on the project, the EEC grant was repeated in the 1977/8 academic year. The programme has since been implemented, and the necessary evaluation process is now beginning.

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76/13	1.Trinity College, Dublin 2.University of Salford	IRL GB	Manufacturing and system engineering	Development of teaching modules for use initially in each other's courses at undergraduate and M.Sc. level and later at other institutions	Planning meetings ; production of (audio-visual) teaching materials	The project involves the development of 3 teaching modules by each institution for use at both through the medium of visit lecturers, with the long-term aim of making them available to other institutions in the EEC. The target groups are advanced undergraduate and masters degree level students. The modules will be firmly anchored in the academic programmes of both universities. All six modules envisaged were presented at Trinity durin the EEC grant period and were then to be repeated in Salford and - in accordance with the extension plans mentioned above - the University of Manchester Institute of Science and Technology. Interest in the scheme on the part of industry is high, and engineers in full employment are also benefiting from courses using the modules which have been developed. The planning meetings financed by the EEC also allowed for administrative arrangements to be made for the proposed visiting lectureships, but further coordination talks are felt to be still necessary for ensuring the permanence of the link, which has also given rise to plans for research cooperation between the two institutions.
76/14	1.City of Birmingham Polytechnic 2.Technische Hogeschool Delft	GB NL	Interior Design	Exchange of students for work in binational groups on 3-month projects	Planning meetings	The two institutions have been cooperating since 1975. This cooperation led to a system of annual projects, alternately in Great Britain and Netherlands, on which students and staff from both institutions cooperated. The EEC grant was required for discussing a model for closer collaboration still, viz. the annual exchange of students for work in binational groups on 3 month projects involving theoretical lectures, practical design work on the buildings chosen, and extensive written reports. The two projects were carried out as envisaged in 1977, with the concrete design work being carried out on a London restaurant and a Delft pottery museum. Their positive results have led the two institutions to seek means of extending student and staff exchanges further and of involving other institutions in the link.

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76/15	1. Universität Kiel 2. Université Paris IX-Dauphine	D F	International Monetary Policy	Joint 3-4 month lecture and seminar programmes to be offered at both institutions, the seminars involving visiting lectureships	Planning meetings ; production of teaching materials	The intention of the departments of economics of the two universities was to introduce a joint course on international monetary policy, to begin if possible in 1977/8, with the EEC figuring prominently in the course content. The course was to consist of two components, each lasting 3-4 months : a jointly developed lecture course to be provided by each institution, and a jointly planned course of seminars, some of which would be taught by members of staff from the other institution. In the medium term, other elements in the two departments' programmes were to be partially harmonized. The application was strongly supported by the president/ vice-president of each institution. However, due mainly to the fact that the overall degree course at Kiel into which the Kiel-Dauphine programme is to be integrated has taken longer than anticipated to receive the approval of the various bodies concerned, no progress has yet been able to be made on arranging the detailed modalities.
76/16	1. Stichting Opleiding Leraren, Utrecht 2. (then) Didsbury College of Education, Manchester (since integrated into Manchester Polytechnic)	NL GB	Teacher Training (geography and history)	Education and training, with 2 years at each institution and equal student numbers from both Initial phase : joint two-year programme for 3rd and 4th-year students, with study at both institutions ; Eventual aim : complete joint 4-year course of study	Planning meetings	Between the birth of the original idea of establishing the "DIDSCL" project in 1975 and application under the EEC grants scheme in 1976, nine planning meetings had taken place and an interim report produced. This report outlines a two-phase plan for introducing a completely integrated joint 4-year programme of training for secondary school teachers of geography and history, in which the development of the EEC would play a prominent part. The EEC grant was requested for finalizing a submission to the validation authorities in both countries related to "phase 1" of the plan, viz. a 2-year joint programme embracing 3rd and 4th years of study. Receipt of the EEC award, however, coincided with such drastic cut-backs in student intake at Didsbury that no further progress on implementing the programme has yet been made.

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76/17	1. Ecole Nationale de la Santé Publique, Rennes 2. University of Exeter 3. Institut européen Inter-Universitaire de l'Action Sociale, Marcinelle 4. Institute of Public Administration, Dublin	F GB B IRL	Health and Social Service Administration	Joint production of teaching materials for use at all four institutions ; evaluation of cooperation between the four to date ;	Planning meetings ; production of new teaching materials ; publication of existing teaching materials	Cooperation between the institutions, taking the form of short-term exchanges of staff and/or student groups, goes back several years. All four stress the comparative approach to the study of social administration policies, with the social policy of the EEC becoming an increasingly significant element in the courses. The EEC grant facilitated an in-depth evaluation of courses and collaborative programmes between three of the originally participating institutions, viz. Exeter, Rennes and Marcinelle - an exercize which afforded them important insights for the future. The main activity for which the grant was awarded, viz. the production of new teaching materials for use at all four institutions on the basis of a joint comparative study, has also proceeded according to schedule.
76/18	1. Universität Erlangen-Nürnberg 2. Université de Rennes	D F	Medicine	Jointly developed 5th year course enabling students to spend a recognized period of study at the other institution	Planning meetings	The two universities have a long-standing history of cooperation in medical studies. The arrangements for mutual recognition developed in this context has served as the basis for more general equivalence proposals between French and German institutions in medicine. By 1976, this cooperation had been extended to the "practical" year. For this purpose, advantage has to taken of what flexibility public control of medical studies in the two countries allows. The EEC grant was therefore to be used for finalizing equivalence arrangements for this practical year. Both the coordination meetings took place as planned, resulting in the finalization of equivalence proposals for the practical year. In addition, an evaluation meeting was arranged to assess the trial run of student exchange in the practical year which had in the meantime been introduced. The results of this pilot scheme are most encouraging. On the German side, the Bavarian Ministry of the Interior will be involved in the equivalence discussion because of Government responsibility in this field. The Ministry's agreement could be crucial in making the Rennes-Erlangen equivalence agreement a prototype for use at other French and German institutions. In all, some 30 medical students per year now move between Rennes and Erlangen, 12 of them from each institution for a whole year's study.

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76/19	1.Cranfield Institute of Technology 2.Ecole Nationale Supérieure de l'Aéronautique et de l'Espace, Toulouse	GB F	Aeronautical Engineering	Jointly planned structures allowing for students at 1)doctoral and 2)M.Sc./diplôme d'ingénieur level to spend part of their courses at the other institution	Planning meetings	Collaboration between staff members stretches back several years and had already given rise to short-term exchanges of students before in 1975/6 discussions on closer cooperation in the form of longer joint study programmes began. The two programmes proposed in aeronautics or propulsion, would involve joint planning to allow for doctoral students to spend a substantial part of their studies and M.Sc./diplôme students to fulfil the (usually 3-6 month) project requirement of their courses at the other institution. A language tuition component would also be built in. The results of the planning meetings facilitated by the EEC grant were so positive that a limited number of student exchanges already took place in 76/7, and the detailed comparison of curricula confirmed the feasibility of the exchanges and recognition procedures envisaged. Exchange and joint production of pedagogical material for specialist language tuition are to begin and also a study of the longer term feasibility of exchange and/or joint production of aeronautics engineering programmes and the harmonization of degree courses and requirements. For these purposes, further discussions will be necessary.
76/20	1.Universität Bochum 2.Université des Sciences et Techniques de Lille	D F	Geography (Regional Studies)	Annual 3-month joint projects in both countries involving staff and students of both institutions followed by work in binational student groups	Planning meetings ; production of teaching materials	Discussions between the geography departments on establishing the joint projects have been extremely intensive, and in particular the second year's EEC grant has proved invaluable in facilitating the finalization of details. The joint projects will now begin in 1978/9, consisting of extended excursions involving staff and students of both institutions to study regional problems in comparable areas of both countries, followed by longer project work proper in small binational student groups. The projects are a validated element of study at both universities. A further interesting facet is the progress which is being made on the joint production and exchange of advanced teaching materials. Cooperation with governmental authorities responsible for regional planning on the Bochum side is close, and the Lille department has managed to have the project reported on French television. Bochum has concrete plans for establishing similar links with various Italian universities.

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76/21	1. Ecole Supérieure de Commerce et d'Administration des Entreprises de Bourgogne et Franche-Comté, Dijon 2. Fachhochschule für Wirtschaft, Pforzheim 3. Leeds Polytechnic 4. Polytechnic of the South Bank, London	F D GB GB	Business Studies	Joint 1-year postgraduate programme involving study at institutions in at least 2 of the countries participating	Planning meetings to integrate the 2 British polytechnics into the existing Dijon-Pforzheim programme ; production of teaching material for the new Leeds and London course components	The existing Dijon-Pforzheim joint programme was developed in close cooperation with the EEC and is centred on EEC related issues such as European Company Law. At the four planning meetings facilitated by the EEC grant in 1976/77, details of the integration of the two British polytechnics were finalized in terms of course content, student quotas, tuition fees, selection procedures, publicity, accommodation and other matters. A draft framework agreement between the four institutions and five separate additional bipartite agreements were settled, the former mentioning the rôle of the EEC and including provision for extension to other institutions. Under the terms of the new agreements, students on the course must study in at least 2 of the countries involved.
76/22	1. Ecole Supérieure de Commerce et d'Administration des Entreprises de Reims 2. Middlesex Polytechnic, Enfield	F GB	European Business Administration	Fully integrated 4-year joint degree course, 2 years in each country, binational student group	Planning meetings (including contacts with industry) ; production of teaching material ; advertizing costs	After protracted negotations, this rare example of a fully integrated, full-length joint degree course was accepted by the validation authorities in both countries in late 1975, having been inaugurated as a diploma course shortly before. The 4-year course, involving 2 years in each country, each segment including 6 months' industrial training, embraces the 3 elements of Business studies, European studies and language tuition and is pursued by binational student cohorts. Cooperation takes place on all facets of the programme, such as curricular planning, selection, monitoring and examining. Such cooperation requires intensive discussions, and it was to the financing of these that the EEC grant contributed. In particular, a new system of assessment, correlating the French and British marking notations, was agreed upon. The institutions see the EEC grant as having been instrumental not only in ensuring optimum coordination of the final phase of the programme for the first batch of graduates, but also in underlining the importance of the programme in the eyes of the national funding authorities.

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76/23	1. University College, Cardiff 2. Katolieke Universiteit te Leuwen	GB B	European Social Security Law	Jointly planned 1-year postgraduate diploma programme involving the teaching of integrated course elements by staff from the other institution	Planning and evaluation meetings ; preparation of teaching materials	Both universities are among the leading institutions providing what is both a relatively rare course and one closely concerned with an important aspect of EEC development. The scheme envisaged provides for the restructuring of existing courses to accommodate elements taught by staff from the partner institution. The EEC grant enabled 4 meetings to take place, at which questions of course content, timetabling and teaching methods were discussed. A pilot programme of staff exchanges - shorter than pedagogically desirable owing to lack of finance - was carried out in 1976/7, the results being so positive that it is now the wish of the two partners to involve other institutions as soon as feasible : colleagues in France, Germany, Italy and the Netherlands have already shown interest. In addition the long-term feasibility of organizing joint postgraduate degree courses involving periods of study in both countries is to be examined.
76/24	1. South-West Regional Management Centre, Bristol Polytechnic 2. Institut Universitaire de Technologie II, Villeurbanne (Université de Lyon I)	GB F	Business Studies (International marketing and languages)	Integrated undergraduate course involving both institutions and possibly the Gesamthochschule Kassel (D), with students spending part of their course at each institution	Planning meetings comparison of curricula and discussion of administrative questions	Contacts between the two institutions began in 1975 and led only one year later to a joint agreement providing for various types of student exchanges including a special year's programme for Bristol students in Villeurbanne. The Business Education Council in Britain has since given warm approval to the Management Centre's initiatives in this field. The EEC grant was now to be used for discussing the feasibility of integrating the institutions' two-year programmes. The year during which the EEC grant was held saw a further increase in the numbers of exchange students, and a series of meetings to discuss the evaluation and improvement of existing industrial placement exchange procedures, at which it was decided to extend the length of such placements to three months. More particularly, however, the grant facilitated a first three-cornered meeting involving both institutions and the Gesamthochschule Kassel with a view to establishing an integrated programme involving all three. A close comparison of course content and structure led to general agreement as to the feasibility of such an integrated course with regard to its aims, duration and main subject areas, including the place to be allotted to the linguistic component.

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76/25	1. Loughborough Technical College 2. Ecole Superieure de Commerce et d'Administration des Entreprises de Rouen	GB F	Business Studies	Joint undergraduate programme involving integration of students into the other institution's courses	Planning and evaluation meetings ; production of teaching materials	At the time of application for the EEC grant, basic agreement on a student exchange pilot programme between the two institutions, contacts between which date back to 1974, had been reached. The 3-month programme, involving 6-12 students from each, was to be jointly monitored and evaluated with a view to developing more collaborative exchange projects in the future. Despite difficulties relating to linguistic competence and available resources, the pilot project was carried out, with press coverage in both countries. The EEC grant was instrumental in improving the administrative arrangements for the exchanges, which may eventually give rise to more fully integrated courses still.
76/26	1. University of Liverpool 2. Université de Strasbourg I (Louis Pasteur)	GB F	Dentistry (Oral Biology)	Joint postgraduate course to be developed in stages : 1. inception of course at Liverpool on the basis of Strasbourg curriculum 2. integrated teaching by both sets of staff 3. student exchange to spend part of course at each university	Planning and evaluation meetings ; production of teaching materials	The desire to develop closer cooperation springs from joint participation in a Council of Europe (Parliamentary Assembly) working party. The Strasbourg course is a prototype which could be transferred in modified form to other institutions, hopefully thus forming the basis for integrated teaching and postgraduate student exchange programmes. The EEC grant enabled phase one, namely the production of the draft of an M.Sc. course of study in oral biology at Liverpool, to be successfully completed, and a small number of exchanges have also take place. Further coordination work will now be needed, particularly as the intention is for the University of Groningen and possibly also institutions in Belgium, Denmark and the Federal Republic of Germany to become involved in the scheme.

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76/27	1. University of Glasgow 2. Universität Ulm 3. Universität Düsseldorf 4. Universität Mainz	GB D D D	Medicine (Anaesthesia)	Adaptation and translation of each other's audio-visual teaching materials for use at each institution in postgraduate courses	Planning meetings ; production of audio-visual teaching materials	EEC support was requested for the purpose of ascertaining whether an exchange of audio-visual materials between the four institutions would be a feasible instrument for creating better harmonization of teaching techniques and standards at the institutions concerned. In particular, programmes produced by Glasgow and Ulm were to be adapted and translated for evaluating their viability as teaching materials in each institution. Such cooperation was seen not only as a means of rationalization and of relieving overburdened teaching staff, but also in the broader sense as a practical contribution to improving the basis for mobility of anaesthetists within the EEC in the wake of the recently enacted directives on freedom of establishment. With respect to cooperation between the two most experienced institutions in the field, Glasgow and Ulm, the aims of the EEC support have been fully achieved. Each institution has adapted and translated audiotape-slide programmes produced at the other, and has found that despite the considerable work involved the cooperation model has proven both feasible and economical - an example of how with relatively small amounts of EEC funding, practical measures towards integration within the EEC can be achieved. Edinburgh, Dundee and Düsseldorf may soon join the programme, the results of which will also be integrated into teaching programmes at a newly founded centre in Ulm which is to provide further training for qualified doctors wishing to specialize in anaesthesia.
76/28	1. University of Aston in Birmingham 2. Université de Paris XII (Val de Marne)	GB F	Urban planning	Joint postgraduate projects, initially on transportation planning and land-use development exchange of students writing theses at M.Sc. and Ph.D. levels	Planning meetings ; production of documentation and other course materials	The many similarities and complementary areas in the two departments' work led them to seek closer cooperation, which it is hoped will eventually be extended to other interested institutions in Italy and the Netherlands. With the help of the EEC grant, repeated in 1977/8, in providing for planning, a joint project was carried out on an experimental basis during the grant year. Introductory courses at each institution culminated in direct cooperation on a joint project involving not only students and staff of both institutions but also representatives of planning authorities and other bodies Much was learnt regarding the future organization of such projects, and the results of this first one are seen as positive, both in the short-term for the students concerned but in particular also in learning more about the academic strengths and teaching methods of the partner department, this latter experience having led to the decision to examine the feasibility of establishing a programme of systematic comparative studies. Exchange of staff and postgraduate thesis-work students were to begin in 1977/8 as planned.

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76/29	1.Sheffield City Polytechnic 2.Université de Bordeaux III 3.Technische Hochschule Aachen 4.Università di Torino	GB F D I	Modern Languages and political studies/ history/sociology	Evaluation of existing undergraduate exchange programmes between Sheffield and each of the other institutions with a view to joint academic planning ; development of the links between Aachen, Bordeaux and Torino	Planning meetings	The Sheffield Polytechnic, whose students on the modern languages and politics course are required to spend part of their course in the country concerned, already had exchange links with the other three institutions. The most reciprocal of these links was the one with Aachen, which in turn sends 10 students per year to Sheffield to do seminars and coursework recognised towards their Aachen degree. The aim was now to assess the feasibility of more genuinely joint academic planning between Sheffield and each of the others, and to inaugurate or intensify exchange links between the other three. The planning visits envisaged in the EEC application all took place, culminating in a joint meeting in Aachen consisting of bilateral working groups and several plenary sessions. Considerable progress was made on identifying possibilities of extending the existing exchange schemes and on clarifying problems related to the development of truly joint academic planning, for which purpose the institutions nominated coordinators. Such planning, however, still appears to remain a longer term perspective.
76/30	1.Kingston Polytechnic 2.Université de Grenoble II	GB F	Modern Languages and political studies/ economics	Evaluation of current undergraduate exchange arrangements with a view to more integration of courses ; development of a joint seminar model	Meetings for evaluating exchange arrangements and developing a joint seminar	A third-year exchange programme had been building up since 1973, the programme to be followed by the students while abroad being negotiated between the two institutions and the students' work jointly evaluated and recognised on return. Joint seminar projects and short-term staff exchanges to teach parts of the other institution's courses had begun. The EEC grant was now sought to consolidate these contacts with a view both to establishing a more integrated teaching programme and to developing the joint seminar model further. The considerable number of meetings financed by the EEC grant resulted in various improvements in the existing exchange programme, the adaptation of course content and methods in the light of experience of the other institution, the establishment of an inter-library link and the finalisation of plans for a joint seminar on "European Integration". This seminar, which drew inter alia on material provided by the EEC's London information office, has since taken place . It involved a jointly coordinated preparatory course of seminars at each institution followed by participation of a binational student group in the project proper - a model which could develop into a different kind of "joint programme" in EEC terms in the future. In the meantime a formal agreement between the two institutions has been signed, two other Grenoble institutions have joined in and plans are being made for similar arrangements to be entertained with the University of Mannheim in the Federal Republic of Germany.

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76/31	1. Universität Erlangen-Nürnberg 2. University of Leeds	D GB	Glass and Ceramics Science	Two models for joint postgraduate programmes, both involving a recognised period of study abroad	Planning meetings and production of lecture materials	The two departments involved are among the few in this branch of science. A small number of staff exchanges had been taking place since 1973, and in 1976 the time was now felt to be ripe for extending these contacts in the form of coordinated programmes for postgraduates. One such programme would allow Ph.D. students to spend a recognised period abroad, the other would consist of a new one-year period of study immediately following completion of the first degree, 8 months of which would be spent abroad. The EEC grant allowed two meetings to take place, at which it was decided to go ahead with a small pilot scheme of exchanges in the academic year 1977/8. These have now taken place, with one student involved in each of the two models outlined above. Further coordination is now considered necessary for the purpose of a detailed study of the comparability of courses and on assessment and recognition procedures (for example the possibility of having a given piece of work validated as a course requirement at either institution). In addition, it was decided at the meetings to prepare written course materials on a joint basis, and to establish a scheme of industrial exchange visits for both staff and students.
76/32	1. University of Manchester 2. Århus Universitet	GB DK	Youth studies	Joint 5-month programme at Manchester for students of both institutions	Planning meetings	The aim was to provide a 5-month (3 months' study, 2 months' monitoring) course on "Youth in Industrial Society : A European Perspective" at Manchester for a mixed group of students from both institutions using materials obtained from research work carried out by Manchester. For the five Danish students participating, the course would form part of their degree programme in occupational social psychology. Cooperation between the two departments has in the past benefited from funding under the British Council Academic Links Scheme. The EEC grant was vital in allowing arrangements for the programme to be finalised. At the two planning meetings held, which were supplemented by discussions with government authorities, local industry and schools, it was decided to alter the original arrangements somewhat to stress both the practical and comparative elements involved. One important consequence of this was agreement on the production of a joint data file using the computer centres of both Manchester and Aarhus and for use at both universities. This is seen as an important instrument for continuing cooperation between the departments concerned, who would like to involve institutions in other Member States in their cooperation. So far, however, the joint course itself, though planned in detail, has not yet been able to take place due to lack of financial support for the Danish students involved.

Appendix 2

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Appendix 3

Samples of Inter-Institutional Agreements arising from Joint Study Programmes supported by the EEC in 1976/77

ACCORD ENTRE L'UNIVERSITE DES SCIENCES SOCIALES DE GRENOBLE

ET LA POLYTECHNIC DE KINGSTON

- Entre l'Université française des Sciences Sociales de Grenoble représentée par son Président et la Polytechnic de Kingston représentée par son Directeur.

Il a été convenu ce qui suit :

ARTICLE I

Afin de resserrer les liens existant entre elles et d'harmoniser les travaux d'études et de recherches effectués de part et d'autre, les Universités de Grenoble et de Kingston décident de développer entre elles une coopération dans le domaine des lettres, sciences humaines et sociales, intéressant plus particulièrement les disciplines suivantes :

- sciences politiques, économiques,
- urbanisme,
- langues,
- histoire.

Les échanges entre les établissements contractants sont organisés en vue de l'approfondissement de certains thèmes de recherches et le développement de programmes en commun.

ARTICLE II

1. Les bibliothèques des parties intéressées règlent l'échange de publications et ouvrages ayant trait au domaine de coopération précédemment défini en particulier en ce qui concerne les ouvrages publiés par les Universités contractantes.

2. L'Université de Grenoble et la Polytechnic de Kingston se tiennent régulièrement informées de leurs programmes de recherches et échangent les résultats des expériences acquises dans les domaines communs.

3. Les deux parties s'apportent un concours mutuel pour la préparation, l'organisation et le déroulement de séminaires et colloques.

4. Les deux Universités procèdent à l'échange d'enseignants pour des séjours de courte durée, et dans le cadre de la réglementation en vigueur dans chaque Etat, aux fins de donner des enseignements, d'orienter des travaux ou de participer à des séminaires de recherche ainsi qu'à des jurys de thèse.

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Ces visites ne dépassent pas, en principe, le nombre de deux enseignants par Université et la durée totale de quatre semaines par an pour chacun des participants.

5. Les deux parties étudieront la possibilité d'échanger des assistants de recherche et des lecteurs de langue étrangère.

6. Les deux parties échangent annuellement, pour des stages d'une durée variable d'un trimestre minimum, des étudiants de 2ème et 3ème cycle désirant poursuivre une partie de leurs études à l'étranger.

7. Le niveau du programme à suivre, ainsi que sa durée et les arrangements pour le tutoring seront convenus à l'avance par les deux institutions.

ARTICLE III

Le financement de ces échanges est assuré sur une base de réciprocité, par les Universités contractantes, en ce qui concerne les échanges d'enseignants et étudiants.

D'une manière générale, les frais de voyage aller et retour et les frais de séjour des enseignants de chaque pays sont pris en charge par les institutions dont ils dépendent.

En ce qui concerne les étudiants, la suppression mutuelle ou une réduction réciproque des frais de scolarité sera recherchée par les deux parties.

Les modalités précises du financement du présent accord feront l'objet d'une fiche financière annuelle qui sera communiquée aux autorités de tutelle.

ARTICLE IV

Les deux parties se consultent chaque fois qu'elles l'estiment nécessaire, en particulier afin d'évaluer en commun le développement des actions d'enseignement et de recherche et de dresser le bilan des actions réalisées ou en cours de réalisation.

ARTICLE V

Le présent accord entre en vigueur à compter du 1er septembre 1976. Il est conclu pour une durée de quatre ans, renouvelable par tacite reconduction.

Il peut être dénoncé par l'une ou l'autre des parties avec un préavis d'un an.

Tout avenant ou modification au présent texte, apporté d'un commun accord par les contractants devra être soumis à l'appréciation des autorités compétentes.

Le Président
de l'Université des Sciences
sociales de Grenoble

Paul LEROY

Fait le 11 janvier 1977

The Director
Kingston Polytechnic

L.E. LAWLEY

ACCORD DE COOPERATION SCIENTIFIQUE ENTRE

L'UNIVERSITE DE LONDRES, KING'S COLLEGE,

ET L'UNIVERSITE DE PARIS 1 - PANTHEON-SORBONNE

L'Université de LONDRES, KING'S COLLEGE, et l'Université de PARIS 1 - PANTHEON-SORBONNE, U.E.R. "Développement, études internationales, européennes et comparatives", agissant dans le cadre de la Convention culturelle entre le Gouvernement de la République française et le Gouvernement du Royaume Uni de Grande-Bretagne et d'Irlande du Nord, signée à Paris le 2 mars 1948, sont convenues de l'accord suivant, qui sera soumis pour approbation aux autorités de tutelle.

ARTICLE I

Le présent accord a pour objet de définir les modalités de coopération entre l'Université de Londres, KING'S COLLEGE, et l'Université de Paris 1 - PANTHEON-SORBONNE. en vue de fournir à des étudiants une double formation juridique de droit anglais et de droit français.

ARTICLE II

Les programmes de cette formation sont précisés dans des règlements pris par l'Université de Londres, KING'S COLLEGE, et l'Université de Paris 1 - PANTHEON-SORBONNE.

ARTICLE III

Les études sont réparties sur quatre ans. Les étudiants dont l'Université de Paris I retient la candidature en vue de cette formation s'inscrivent auprès de cette Université et accomplissent leurs deux premières années d'études à Londres. Un étudiant n'est admis à l'année supérieure qu'après avoir satisfait à des examens auxquels participeront deux professeurs de l'Université de Paris 1. Les étudiants ayant obtenu les notes requises aux deux premières années d'études à l'Université de Londres poursuivent leurs études pendant deux ans à l'Université de Paris. Chaque année d'études donne lieu à un contrôle des connaissances et aptitudes selon les modalités utilisées à l'Université de Paris 1, avec la participation de deux professeurs de l'Université de Londres.

ARTICLE IV

Les étudiants ayant satisfait aux examens de fin d'année reçoivent en France le diplôme de maîtrise en droit, mention droits français et anglais et en Angleterre le LL.B. (English and French Law).

ARTICLE V

Le présent accord prend effet à compter du jour de sa confirmation par les autorités de tutelle des deux parties.

Paris, le

Pour l'Université de Paris 1 - Panthéon-Sorbonne,

Le Président

Pour l'Université de Londres, King's College,

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D R A F T

THE EUROPEAN CERTIFICATE IN BUSINESS STUDIES

CONVENTION

This Convention is a development from the Agreement already established between l'Ecole supérieure de commerce et d'Administration des Entreprises de Bourgogne et Franche-Comté and the Fachhochschule für wirtschaft Phorzheim and represents the wish of the four Participating Institutions to join together in offering the European Certificate in Business Studies.

The European Certificate in Business Studies is designed for students who have already obtained the required academic qualifications in the country of the sending institution. The Certificate is obtained after successful completion of a further year of approved study in one of the Participating Institutions in a different country from that in which the student obtained his existing academic qualifications.

The four Participating Institutions enter into this Convention in full recognition of the express desire on the part of the European Commission to encourage collaboration and co-operation between institutions of higher education in member countries of the Community.

It is hereby Agreed by each of the Participating Institutions, namely:

l'Ecole supérieure de commerce et d'Administration des Entreprises, Dijon

Leeds Polytechnic

Polytechnic of the South Bank, London

Fachhochschule für wirtschaft, Phorzheim

that:

1. Each of the Participating Institutions shall recognise that successful competition of the approved course of study in each of the Participating Institutions shall make the students eligible for the award of the European Certificate in Business Studies.

2. This Convention is established subject to the terms of the Bilateral Agreements which shall be made between each of the Participating Institutions and the certificate when awarded to any student shall be signed in accordance with the procedures as set out in the respective Bilateral Agreements.

3. Each sending institution shall determine the eligibility of applicants from the sending country in accordance with the criteria laid down in the respective Bilateral Agreements.

4. Places may be offered to students with the required qualifications from the sending country but in the first instance places shall be offered to students from the sending institution itself.

5. In order to obtain the Certificate the students shall spend one academic year in the receiving country and shall follow the approved courses and/or industrial training as laid down in the appropriate appendices attached to the Bilateral Agreements. In addition the students shall be examined and have their work assessed in accordance with the procedure laid down in the appropriate Bilateral Agreements and their Appendices.

6. In full consultation with the European Commission the Participating Institutions shall so design the courses as to take into account the legal and economic problems within the Common Market.

7. Subject to any mandatory conditions, each receiving institution shall ensure that students from the sending institution shall have the same facilities and privileges as home-based students and be subject to the same rules and regulations.

8. It is intended that all tuition fees shall be waived although the Participating Institutions recognise that it may be necessary to charge such tuition, registration and other fees as their controlling authorities may demand.

9. Each of the Participating Institutions shall explore any possibility of obtaining financial aid and grants from appropriate organisations to assist students studying for the Certificate.

10. The four Participating Institutions recognise the desirability of encouraging collaboration in different ways such as the holding of seminars and short language courses for students, the exchange of information on educational and professional matters, the publication of joint papers, and the interchange of members of staff.

11. The four Participating Institutions would jointly welcome other institutions of higher education in the Community, which offer appropriate courses, entering into the arrangements leading to the award of the European Certificate in Business Studies.

ECOLE SUPERIEURE DE COMMERCE
ET D'ADMINISTRATION DES ENTREPRISES
DE BOURGOGNE ET FRANCHE-COMTE

SERVICE D'ENSEIGNEMENT DE LA CHAMBRE DE COMMERCE ET D'INDUSTRIE DE DIJON

CONVENTION DE JUMELAGE ENTRE

LA FACHHOCHSCHULE FÜR WIRTSCHAFT PFORZHEIM

ET L'ECOLE SUPERIEURE DE COMMERCE ET D'ADMINISTRATION DES ENTREPRISES

DE BOURGOGNE ET FRANCHE-COMTE

Désirant confirmer et renforcer les liens qui les unissent depuis dix ans, les Ecoles dénommées ci-dessous ont signé la présente convention.

PREMIERE PARTIE : Création d'un CERTIFICAT EUROPEEN DES AFFAIRES (Europäisches Betriebswirtschaft-Certificat)

§ 1

1. L'Ecole supérieure de Commerce et d'Administration des entreprises de Bourgogne et Franche-Comté et la Fachhochschule für Wirtschaft Pforzheim, ultérieurement désignées sous le nom d'Ecoles supérieures, instituent un certificat européen des affaires - Europäisches Betriebswirtschaft-Certificat (C.E.A. - E.B.C.).

2. Le C.E.A. (E.B.C.) sera délivré par l'une et l'autre Ecoles supérieures, et signé

   - pour la France par le Directeur de l'Ecole supérieure de Commerce et d'Administration des entreprises de Bourgogne et Franche-Comté et par le Président de la Chambre de Commerce et d'Industrie de Dijon
   - pour l'Allemagne par le Recteur de la Fachhochschule für Wirtschaft Pforzheim et par le Président de la Chambre de Commerce et d'Industrie de Nordschwarzwald.

§ 2

1. Le C.E.A. (E.B.C.) est proposé en priorité aux étudiants de l'une ou l'autre Ecole supérieure à l'issue de leur scolarité et de l'obtention du diplôme correspondant.

   Dans la limite des places disponibles, le C.E.A. (E.B.C.) est ouvert, pour la France, aux titulaires de l'équivalence D.E.U.C. de l'Université de Mayence et, le cas échéant, aux diplômés d'autres Ecoles supérieures des deux pays.

2. La durée des études menant au C.E.A. (E.B.C.) est d'une année scolaire.

3. L'étudiant étranger est intégré dans la scolarité de l'Ecole supérieure recevante et relève à ce titre du règlement intérieur de cet Etablissement.

4. Il bénéficie des mêmes avantages que l'étudiant national dans le cadre des textes en vigueur.

§ 3

1. Le programme d'études menant dans l'un et l'autre pays à l'obtention du C.E.A. (E.B.C.) figure dans les annexes I,1 et I,2 de la présente convention.

2. L'obtention du C.E.A. (E.B.C.) est subordonnée aux conditions définies dans les annexes II et III de la convention.

3. Le programme d'études tiendra également compte des problèmes économiques et juridiques du Marché commun, en accord avec la Commission européenne.

§ 4

1. Le nombre de places offertes dans l'une et l'autre Ecoles supérieures est fixé chaque année d'un commun accord.

2. Chaque Ecole supérieure présente après un processus de sélection (entretien) les candidats de son pays.

§ 5

1. Les deux Ecoles supérieures s'engagent à ne demander aucune participation financière aux étudiants étrangers, en dehors des droits administratifs d'inscription.

2. Les frais d'hébergement sont à la charge des étudiants étrangers.

3. Chaque Ecole supérieure s'engage à faire son possible pour faciliter l'intégration des étudiants étrangers.

4. Les Ecoles supérieures s'efforcent d'obtenir une aide financière et des bourses d'études pour des candidats méritants auprès de l'Office Franco-Allemand pour la jeunesse, de l'Office Allemand d'Echanges Universitaires ainsi qu'auprès d'autres Organisations internationales.

DEUXIEME PARTIE : Autres accords bilatéraux en vue de promouvoir et renforcer le jumelage

§ 6

1. Un séminaire d'études est institué entre les deux Ecoles supérieures et regroupe chaque année des étudiants des deux établissements.

2. Une participation financière à ce séminaire, qui a lieu alternativement chaque année dans l'une et l'autre Ecole supérieure, pourra être demandée à l'Office Franco-Allemand pour la jeunesse.

3. L'organisation en est assurée comme précédemment par les Comités locaux de l'A.I.E.S.E.C.

§ 7

1. Des cours de langue sont organisés chaque année pendant les vacances d'été à l'intention des étudiants de l'autre Ecole supérieure.

2. Une participation financière à cet échange pourra être demandée à l'Office Franco-Allemand pour la jeunesse.

3. Le nombre d'étudiants n'excédera pas 20 par Ecole supérieure.

4. Les organismes d'étudiants sont responsables de l'encadrement et de l'animation de ces cours de langue.

§ 8

Le corps professoral de chaque Ecole supérieure s'efforcera de déterminer les modalités d'échange de connaissances, de matériel et de méthodes pédagogiques.

§ 9

Dans le domaine sportif, les organismes d'étudiants animent des rencontres amicales entre les étudiants des deux Ecoles supérieures.

§ 10

Les deux Ecoles supérieures examinent favorablement l'insertion dans leur convention d'autres partenaires européens.

CERTIFICAT EUROPEEN DES AFFAIRES 1977-1978

E.S.C.A.E. DE BOURGOGNE ET DE FRANCHE-COMTE

	PERIODE 1 : 10 SEMAINES OCTOBRE - NOVEMBRE - DECEMBRE			PERIODE 2 : 10 SEMAINES JANVIER - FEVRIER - MARS			PERIODE 3 : 10 SEMAINES MARS - AVRIL - MAI	
TRONC COMMUN (obligatoire)	1.400	ECONOMIE I	40	1 401	ECONOMIE II	40	ETUDE EN ENTREPRISE (en groupe avec 2 à 3 étudiants français)	240
	0 050	FRANÇAIS (C.S.H.)	20	0 050	FRANÇAIS (C.S.H.)	20		
FILIERES (CHAQUE ETUDIANT DOIT CHOISIR UNE FILIERE) N° 1 OU MARKETING	2 702	ETUDES ET RECHERCHES EN MARKETING	30	2 704	POLITIQUE DE COMMUNICATION EN MARKETING	30		
	2 703	MARKETING EN ACTION	30					
	3 707	MARKETING SYNTHESE I	15	3 707	MARKETING SYNTHESE II	21		
N° 2 OU CONTROLE DE GESTION	2 305	GESTION INDUSTRIELLE	30	2 303	CONTROLE BUDGETAIRE	30		
	2 302	COMPTABILITE ANALYT. D'EXPLOITATION III	30					
	3 307	CONTROLE DE GESTION SYNTHESE I	15	3 307	CONTROLE DE GESTION SYNTHESE II	21		
N° 3 OU FINANCE	2 203	FINANCE DE BASE II	30	2 204	BANQUE	30		
	2 210	COMPTABILITE FINANC.	30					
	3 207	FINANCE SYNTHESE	15	3 207	FINANCE SYNTHESE	21		
COURS ELECTIFS		1 COURS ELECTIF	30		1 COURS ELECTIF	30		

CHAQUE ETUDIANT DOIT CHOISIR DEUX COURS DANS LA LISTE CI-CONTRE :

1 EN PERIODE 1
1 EN PERIODE 2

2102 DROIT DES AFFAIRES	2404 ANALYSE CONSOMMATION	2903 INFORMATIQUE DE GESTION
2103 DROIT DU TRAVAIL	2602 RECHERCHE OPERAT.	2950 DOUANE
2104 DROIT DES SOCIETES	2720 DEVELOP. INTERN.	2951 TRANSPORT
2105 PROCEDURE	2800 ANGLAIS	2952 ASSURANCES
2402 ECONOMIE III	2870 ESPANOL	2403 STRUCTURES MONETAIRES
	2880 ITALIEN	

CETTE LISTE N'EST PAS LIMITATIVE, ET CHAQUE ETUDIANT PEUT CHOISIR DES COURS DU PROGRAMME DES TROIS ANNEES, EN ACCORD AVEC LA DIRECTION DES ETUDES EN DEBUT D'ANNEE SCOLAIRE.

Horaire hebdomadaire moyen	16,5	14à17	24

ANNEXE II

§ 1

1. Pour l'E.S.C.A.E. de Bourgogne et Franche-Comté, l'étudiant étranger doit satisfaire aux contrôles de connaissances écrits ou oraux organisés en cours d'année scolaire par le Corps Professoral concerné.

   Chaque module offert donne lieu à l'attribution d'une note de 0 à 20 sans déraction.

   L'ensemble des notes ainsi obtenues constitue un tiers des notes nécessaires à l'obtention du C.E.A. (E.B.C.) et correspond aux périodes 1 et 2 de la scolarité à Dijon.

2. La période 3, correspondant à l'option choisie, sera affectée d'un coefficient global, représentant un tiers de la scolarité. L'étudiant étranger devra participer à la rédaction du mémoire d'option avec ses camarades français et soutenir ce mémoire (étude en entreprise).

3. Le dernier tiers sera représenté par l'examen final consistant en :

   - une épreuve écrite (analyse écrite de cas) d'une durée de 5 heures,
   - une épreuve orale devant un jury franco-allemand, visant à faire le point des connaissances générales acquises par l'étudiant au cours de l'année. Chaque épreuve représentera 50 % de la note d'examen.

§ 2

Le C.E.A. (E.B.C.) est délivré à l'issue des épreuves passées avec succès (moyenne générale supérieure ou égale à 10 sur 20).

ANNEXE III

§ 1

1. Pour la Fachhochschule für Wirtschaft Pforzheim, l'étudiant étranger doit satisfaire aux contrôles de connaissances en fin de premier semestre. Les épreuves peuvent avoir lieu sous forme écrite ou orale.

   L'évaluation s'effectue selon le système de notation en vigueur à l'école. L'ensemble des notes obtenues à l'issue du premier semestre constitue un tiers de l'évaluation totale menant au C.E.A. (E.B.C.).

2. A l'issue des études menant au C.E.A. (E.B.C.), l'étudiant doit présenter un mémoire écrit se rapportant à l'option choisie, dans un délai de six semaines.

   Le mémoire doit être remis deux semaines avant la fin de l'année scolaire. Sa notation entre pour un tiers dans l'obtention du C.E.A. (E.B.C.).

3. Le dernier tiers sera représenté par l'examen final consitant en :

   a) une épreuve écrite ayant pour thème l'option choisie au deuxième semestre,

   b) une épreuve orale devant un jury franco-allemand.

   Chaque épreuve représentera 50 % de la note d'examen.

§ 2

Le C.E.A. (E.B.C.) est délivré si la moyenne des épreuves atteint au moins la note de 4,4.

Partnerschaftsabkommen

FHW Pforzheim – ESCAE Dijon

Ein Weg zum

europäischen Betriebswirtschafts - Zertifikat

FACHHOCHSCHULE FÜR WIRTSCHAFT PFORZHEIM

PARTNERSCHAFTSABKOMMEN ZWISCHEN
DER FACHHOCHSCHULE FÜR WIRTSCHAFT PFORZHEIM UND
DER ECOLE SUPERIEURE DE COMMERCE ET D'ADMINISTRATION DES ENTREPRISES
DE BOURGOGNE ET FRANCHE-COMTE

In der Absicht, die seit zehn Jahren bestehende Verbindung zu verstärken, haben die beiden genannten Hochschulen folgendes Abkommen unterzeichnet.

ERSTER TEIL: Schaffung eines
Europäischen Betriebswirtschafts-ZERTIFIKATS (E.B.C.) bzw.
Certificat Européen des Affaires (C.E.A.)

§ 1

1. Die Fachhochschule für Wirtschaft Pforzheim und die Ecole Supérieure de Commerce et d'Administration des Entreprises de Bourgogne et Franche-Comté, nachfolgend Hochschulen genannt, bieten ein Europäisches Betriebswirtschafts-Zertifikat bzw. ein Certificat européen des Affaires, nachfolgend E.B.Z. bzw. C.E.A. genannt, an.

2. Das E.B.Z. bzw. C.E.A. wird von beiden Hochschulen ausgefertigt und unterzeichnet

   . für Deutschland, durch den Rektor der Fachhochschule für Wirtschaft Pforzheim und den Präsidenten der Industrie- und Handelskammer Nordschwarzwald Pforzheim

   . für Frankreich, durch den Direktor der Ecole Supérieure de Commerce et d'Administration des Entreprises in Dijon und den Präsidenten der Industrie- und Handelskammer, Dijon.

§ 2

1. Das E.B.Z. bzw. C.E.A. wird vornehmlich den Absolventen beider Hochschulen angeboten, die den entsprechenden Abschlußgrad erhalten haben.

   Für nicht in Anspruch genommene Studienplätze können sich vornehmlich Absolventen der wirtschafts- und sozialwissenschaftlichen Fachrichtung der Universität Mainz sowie anderer Hochschulen der Partnerländer bewerben.

2. Die Dauer des Studiums zum E.B.Z. bzw. C.E.A. beträgt ein Studienjahr.

3. Der ausländische Student wird an der aufnehmenden Hochschule als ordentlicher Student eingeschrieben. Auf ihn findet die geltende Hochschulordnung Anwendung.

4. Er nimmt wie der nationale Student an allen studentischen Vergünstigungen entsprechend gesetzlichen Regelungen teil.

§ 3

1. Das Studienprogramm, das in beiden Ländern zum E.B.Z. bzw. C.E.A. führt, ist das der Anlagen I,1 und I,2 dieses Abkommens.

2. Für das E.B.Z. bzw. C.E.A. gilt die Studien- und Prüfungsordnung nach Anlage II und Anlage III dieses Abkommens.

3. Das Studienprogramm wird auch wirtschaftliche und juristische Fragen des Gemeinsamen Marktes (EG) berücksichtigen, dies im Einvernehmen mit der Kommission der EG.

§ 4

1. Die Zahl der Studienplätze wird in gegenseitigem Einvernehmen jährlich festgelegt.

2. Jede Hochschule entsendet nach einem Auswahlverfahren (Kolloquium) die geeigneten Bewerber ihres Landes.

§ 5

1. Das Studium der ausländischen Studenten an den beiden Hochschulen ist gebührenfrei, nur Studentenwerks- und evtl. Krankenversicherungsbeiträge sind zu entrichten.

2. Die Unterbringungskosten gehen zu Lasten des ausländischen Studenten.

3. Jede Hochschule wird die Integration des ausländischen Studenten in jeder Hinsicht erleichtern und fördern.

4. Die Hochschulen sind bemüht, für geeignete Bewerber Studienförderung und Stipendien beim Deutsch-Französischen Jugendwerk, dem Deutschen Akademischen Austauschdienst (DAAD) und anderen internationalen Organisationen zu erhalten.

ZWEITER TEIL: Weitere Vereinbarungen
auf Förderung und Vertiefung der Partnerschaft.

§ 6

1. Die beiden Hochschulen veranstalten jährlich ein Seminar, an dem Studenten beider Institutionen teilnehmen.

2. Beim Deutsch-Französischen Jugendwerk sollen für dieses Seminar, das jedes Jahr alternativ an der einen oder anderen Hochschule stattfindet, Zuschüsse beantragt werden.

3. Für die Organisation dieses Seminars sind wie bisher die Lokalkomitees der AIESEC zuständig.

§ 7

1. Für Studenten beider Hochschulen findet jährlich in den Sommerferien ein Sprachkurs statt.

2. Beim Deutsch-Französischen Jugendwerk werden für die Finanzierung dieses Austausches Zuschüsse beantragt.

3. Die Teilnehmerzahl soll 20 Studenten je Hochschule nicht überschreiten.

4. Zuständig und verantwortlich für die Vorbereitung und Durchführung dieses Sprachkurses sind die studentischen Organisationen der beiden Hochschulen.

§ 8

Die Professoren beider Hochschulen streben einen Beschluß an über Möglichkeiten und Formen eines zukünftigen Austausches von wissenschaftlichen, didaktischen und methodischen Erfahrungen.

§ 9

Die studentischen Organisationen führen sportliche Treffen zwischen Studenten beider Hochschulen durch.

§ 10

Beide Hochschulen prüfen und fördern die Aufnahme weiterer europäischer Partner in ihr Partnerschaftsabkommen.

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ANLAGE 1

Alternative Post-Graduate-Studiengänge an der FHW-Pforzheim

Fach-/Stoffgebiet	Wochenstunden pro Semester	
	I.	II.
1. Absatzwirtschaft		
Absatzlehre	2	2
Marktforschung	2	2
Werbelehre	4	-
Absatzstatistik und -planung	-	2
Vertriebskostenrechnung	2	-
Ablauforganisation und Datenverarbeitung im Absatz	2	2
Marketing-Seminar	-	6
	12	14
2. Marktforschung		
Absatzlehre	2	2
Absatzmarktforschung	2	2
Marktpsychologie	2	-
Motivforschung	2	-
Markt- und Absatzprognose	2	-
Produktivgüter- und Auslandsmarktforschung	-	2
Marktforschungs-Seminar	-	6
	10	12
3. Werbewirtschaft		
Marketing	2	2
Werbeplanung	2	4
Organisation der Werbung	2	-
Produktion und Gestaltung von Werbemitteln	2	-
Werbeseminar und Marketing-Seminar	-	8
	8	14
4. Beschaffungswirtschaft		
Beschaffungslehre	4	2
Materialdisposition/Beschaffungsplanung	2	2
Materialwirtschaft/Logistik	2	2
Beschaffung von Anlagen und Dienstleistungen	-	2
Kaufrecht	-	2
Wertanalyse und Kostensenkungsprogramm	-	2
Beschaffungs-PR	2	-
	10	12

ANLAGE 1 (Fortsetzung)

Fach-/Stoffgebiet	Wochenstunden pro Semester	
	I.	II.
5. Betriebsorganisation und Wirtschaftsinformatik		
Systemtechnik	4	4
Kerninformatik	4	2
Betriebsinformatik | alternativ		
Betriebsorganisation | alternativ	4	6
	12	12
6. Personalführung		
Politik, Planung und Organisation im Personalbereich	2	2
Beschaffung, Einsatz und Verwaltung des Personals	2	2
Führungsfunktionen und Führungsinstrumente einschl. Lohn- und Gehaltsfindung	4	2
Betriebliches Bildungswesen	2	4
Fallstudien Personalführung	2	2
	12	12
7. Rechnungswesen		
Planungsrechnung	2	2
Kostenrechnung	2	4
Finanzierung	2	-
Steuerrecht	2	4
Bilanzen	4	2
	12	12
8. Steuer- und Revisionswesen		
Umsatz- und Verkehrssteuern	2	2
Bilanzen	2	2
Bilanzsteuerrecht mit Fallstudien	2	4
Wirtschaftsprüfung und Revision	2	2
Internationales Steuerrecht	4	2
	12	12

ANLAGE II

§ 1

1. An der Ecole supérieure de Commerce et d'Administration des Entreprises de Bourgogne et Franche-Comté in Dijon hat der ausländische Student den schriftlichen oder mündlichen Zwischenprüfungen zu genügen, die der betreffende Fachdozent während des Studienjahres durchführt. In jedem angebotenen Fach kann eine ungewichtete Bewertung zwischen 0 - 20 Punkten erzielt werden. Die Summe dieser Bewertungen - während der ersten und zweiten Studienperiode zu erzielen - bil'et ein Drittel für die Voraussetzung der Ausfertigung des E.B.Z. bzw. C.E.A.

2. In der dritten Studienperiode kann in dem gewählten Spezialgebiet eine Globalbeurteilung erzielt werden, die ein weiteres Drittel der notwendigen Abschlußbeurteilung ausmacht. Hierzu muß der ausländische Student zu einem schriftlichen Bericht seiner französischen Kommilitonen eine persönliche Arbeit beitragen. Dieser Bericht bezieht sich auf das gewählte Spezialgebiet (Projektstudie) und ist Gegenstand einer mündlichen Prüfung.

3. Das letzte Drittel der Abschlußbeurteilung stellt die Abschlußprüfung dar. Sie besteht aus

   - einer fünfstündigen schriftlichen Prüfung (Fallanalyse),
   - einer mündlichen Prüfung vor einer deutsch-französischen Jury, in der der Student die während des Post-Graduierten-Studiums erworbenen allgemeinen Kenntnisse darzulegen hat. Jede Teilprüfung geht zu 50 % in die Abschlußprüfung ein.

§ 2

Das E.B.Z. bzw. C.E.A. wird nach erfolgreicher Beendigung aller Prüfungen (Durchschnitt der drei Drittel mindestens 10 von 20 Punkten) ausgefertigt.

ANLAGE III

§ 1

1. An der Fachhochschule für Wirtschaft Pforzheim hat der ausländische Student den Prüfungsanforderungen zu Ende seines ersten Semesters zu genügen. Die Überprüfung kann mündlich oder schriftlich erfolgen. Die Beurteilung richtet sich nach dem an der Fachhochschule geltenden Bewertungssystem.

   Die am Ende des ersten Semesters abgelegte Prüfung bildet ein Drittel der Anforderungen für die Ausfertigung des E.B.Z.

2. Am Ende des Post-Graduierten-Studiums hat der Student eine schriftliche Sechs-Wochen-Hausarbeit, die sich auf das gewählte Fachgebiet bezieht, abzugeben.

   Die Arbeit ist zwei wochen vor Vorlesungsschluß einzureichen. Die Bewertung der Arbeit geht zu einem Drittel in das E.B.Z. (C.E.A.) ein.

3. Das letzte Drittel der Abschlußbeurteilung stellt die Abschlußprüfung dar. Sie besteht aus

   a) einem schriftlichen Leistungsnachweis, der das gewählte Spezialgebiet des zweiten Post-Graduierten-Semesters zum Gegenstand hat.

   b) einem Kolloquium vor einer deutsch-französischen Jury.

   Teil a) und b) werden gleich gewichtet.

§ 2

Das E.B.Z. (C.E.A.) wird ausgefertigt, wenn der Durchschnitt der Prüfungsleistungen mindestens die Note 4,4 ergibt.

Appendix 4

Grants for the development of joint programmes of study between institutions of higher education in Member States of the European Community

GRANTS FOR THE DEVELOPMENT OF JOINT PROGRAMMES OF STUDY BETWEEN INSTITUTIONS OF HIGHER EDUCATION IN MEMBER STATES OF THE EUROPEAN COMMUNITY

1. The Council and Ministers of Education of the Member States of the European Community agreed, at their meeting in December 1975, to promote co-operation in the field of higher education while respecting the independence of higher education institutions. As part of a programme for such co-operation they decided to promote the development of joint programmes of study between institutions of higher education in different Member States.

2. Accordingly, the Commission of the European Communities will consider applications from institutions of higher education for grants for this purpose.

3. The grants are intended to foster the development of programmes which are "joint" in one or more of the following senses:

   (a) courses of study, planned jointly and provided by two or more institutions in different Member States, whereby students following the course spend a recognised part of their period of study in each of the institutions concerned;

   (b) courses of study, planned jointly and provided by two or more institutions in different Member States, whereby parts of the course in each institution are provided by members of staff of the other institution(s);

   (c) courses of study, planned jointly and provided by two or more institutions in different Member States, which include an element, in the discipline or area of study concerned, that is related to the development of the European Community.

   To be eligible for a grant, courses may be at any level, but should have a minimum duration of 3 months.

4. The finance at present available for such support is limited. Individual grants will normally be of a non-recurrent nature and in the range 2.000 - 10.000 units of account*. The principal purpose of the grants will be to facilitate the development of projects which have already been the subject of preliminary planning, and to evaluate existing projects, experience of which could be usefully disseminated throughout the Community.

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* On 27 April 1976 one European unit of account was approximately equivalent to the following amounts in Member State currencies:

Belgian and Luxembourg franc	43.23	Danish krone	6.69
German mark	2.82	French franc	5.18
Dutch guilder	2.99	Italian lira	987 (ut 24/4/76)
Pound Sterling	0.61	Irish pound	0.61

5. The grants are intended for the support of the following activities:

   (a) payment of travel and subsistence expenses for representatives of institutions to attend joint planning meetings;

   (b) expenses integral to the arrangement of joint meetings concerned with planning and/or monitoring the project;

   (c) the production of teaching material to be used in common by the institutions concerned;

   (d) other expenses of a developmental character in the launching of a project.

6. Applications for grants in 1976 should be submitted to the Commission of the European Communities by 30 September 1976. They should be addressed to:

   Commission of the European Communities
   Directorate-General for Research, Science
   and Education (Loi 86)
   200, rue de la Loi
   B-1049 Bruxelles

   The envelopes should be marked "Joint Study Programme (XII.A.1)".

7. Applications should be made jointly by the institutions concerned and should indicate:

   (a) the nature and objectives of the project, and the present state of its development;

   (b) the names, addresses and designations of the persons responsible for the project in each of the institutions;

   (c) the amount of grant sought, and the proposed breakdown of expenditure;

   (d) the nature and extent of the continuing support already assured by the institutions concerned.

8. The institutions successful in obtaining grants will be requested to report to the Commission on the use of the grant and the results achieved. In order that the experience gained in individual projects may subsequently be made available to other institutions planning joint projects, the Commission will welcome the opportunity of direct contact with those responsible during the planning stages, and information as the project develops as to its success in implementation and problems encountered.

STUDIES

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1977, 62 p. (DE, EN, FR). UKL 1.30; USD 2.20; BFR 80.

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Nouveaux modèles d'enseignement supérieur et égalité des chances : prospectives internationales
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(1) The abbreviations after each title indicate the languages in which the documents have been published : DA = Danish, DE = German, EN = English, FR = French, IT = Italian, NL = Dutch.

European Communities -- Commission

Joint programmes of study
An instrument of European cooperation in higher education

by Alan Smith

Luxembourg: Office for Official Publications
of the European Communities

1978 – 198 p. – 17,6 x 25 cm.

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The report is essentially a progress report on the first years of operation of the Community scheme of grants for the development of joint programmes of study between institutions of higher education in different Member States of the European Community.

It explains the background to the introduction of the scheme, as one of the actions resulting from the resolution of the Council and the Ministers of Education of 9 February 1976 designed to promote cooperation in the field of higher education.

It examines the philosophy of cooperation between institutions, and the motivating forces behind the desire to establish such cooperation. What are the aims of joint programme development, and how are these translated into action in terms of the evolution of a jointly-conceived programme of study?

The projects developed with the support of the scheme in the academic year 1976/77 are then examined, and examples of the various different types of joint programme are dealt with at length, frequently drawing on the institutions' own reports in order to amplify particular points.

Many problems of an academic, administrative, linguistic or financial nature arise and have to be overcome if successful cooperation is to develop, and typical experiences of participating institutions are analysed, so that other institutions planning joint programmes may benefit from the problem-solving experience of the pioneering institutions, and not have to "invent the wheel" afresh.

Finally, the report takes stock of the efficacy of the Community grant scheme, and endeavours to sketch out some perspectives for its possible future development.

It is a record of what has been achieved with regard to the first 32 collaborative projects to be supported by the Commission, and a useful "vade mecum" for all other institutions planning trans-national joint programmes of study.

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